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From:  Commandant of the Marine Corps
To:    Distribution List

Subj:  TRAIN THE TRAINER TRAINING AND READINESS MANUAL, (SHORT TITLE:  T3 T&R
       MANUAL)

Ref:   (a) MCO P3500.72A
       (b) MCO 1553.3A
       (c) MCO 3400.3F
       (d) MCO 3500.27B W/Erratum
       (e) MCRP 3-0A
       (f) MCRP 3-0B
       (g) MCO 1553.2A

1.  Purpose.  Training and educating Marines is the responsibility of the
Commandant of the Marine Corps under US Code Title 10.  Training and
educating subordinates to carry out their duties and preparing them to carry
out duties of the next grade is a common skill and inherent responsibility of
all Marine Corps leaders regardless of MOS, billet or rank.  In order to
facilitate the accomplishment of these vitally important responsibilities
there is an absolute requirement to train and educate the trainers who will
train and educate Marines in our Formal Schools and those Marines that will
conduct Unit Training Management for all Marine units.  Per reference (a),
this T&R Manual establishes Core Capability Mission Essential Tasks (METs)
for standardization training of Marine Corps Formal School Instructors,
Curriculum Developers, and Unit Training Managers.  Additionally, it provides
tasking for Train the Trainer School (T3) (formerly Instructional Management
School (IMS)) preparing personnel for service in formal schools, PME schools,
and training detachments and unit training managers/leaders assigned to the
operating forces and supporting establishment.  This NAVMC supersedes MCO
1510.69C, Individual Training Standards for Formal School Faculty.

2.  Scope

    a.  The T3 School will use references (a) through (g) to ensure programs
of instruction meet skill training requirements established in this manual.

    b.  The Core Capability Mission Essential Task List (METL) in this manual
is specifically used to provide focus to development of training standards
for formal school instruction, curriculum development, and Unit Training
Management.  Reference (g) details the requirement for formal schools, PME
schools, and training detachments to train Formal School Instructors and
Curriculum Developers.  Formal school readiness will be assessed via the
Training and Education Command (TECOM) Commanding Generals Inspection Program
(CGIP) utilizing the AIRS 400 inspection checklist.  The AIRS 400 checklist

Faculty development programs will ensure personnel are trained in accordance with reference (g).
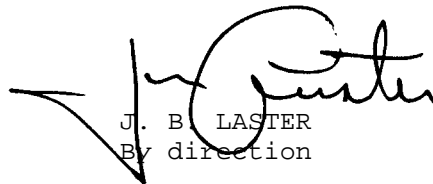
    b.  Efficient and effective Unit Training Management is critical to the combat readiness of the Marine Corps.  Reference (b) provides guidance to commanders in the conduct of internal assessment of the unit's ability to execute each assigned MET, and develop long-, mid-, and short-range training plans to sustain proficiency in each MET.  Personnel assigned to billets involved in the Unit Training Management process will be trained in accordance with Individual Events for Unit Training Management contained in this manual.  The T3 School will be the proponent for standardized Unit Training Management via Mobile Training Team (MTT) training and will assist commanders in building training plans that make the best use of time and resources while sustaining MET proficiency and combat readiness.

    c.  The T3 School will use references (a) through (g) to ensure programs of instruction meet skill training requirements established in this manual.

3.  <u>Information</u>.  CG, TECOM will update this T&R Manual as necessary to provide current and relevant training standards to commanders.  All questions pertaining to the Marine Corps Ground T&R Program and Unit Training Management should be directed to:  Commanding General, TECOM (Ground Training Branch C 469), 1019 Elliot Road, Quantico, VA 22134.

4.  <u>Command</u>.  This Directive is applicable to the Marine Corps Total Force.

5.  <u>Certification</u>.  Reviewed and approved this date.

J. B. LASTER
By direction

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Log completed change action as indicated.

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CHAPTER 1

OVERVIEW


**1000.  INTRODUCTION**

1.  The T&R Program is the Corps' primary tool for planning, conducting and evaluating training and assessing training readiness.  Subject Matter Experts (SMEs) from the operating forces developed core capability Mission Essential Task Lists (METLs) for ground communities derived from the Marine Corps Task List (MCTL).  T&R Manuals are built around these METLs and all events contained in T&R Manuals relate directly to this METL.  This comprehensive T&R Program will help to ensure the Marine Corps continues to improve its combat readiness by training more efficiently and effectively.  Ultimately, this will enhance the Marine Corps' ability to accomplish real-world missions.

2.  The T&R Manual contains the individual and collective training requirements to prepare units to accomplish their combat mission.  The T&R Manual is not intended to be an encyclopedia that contains every minute detail of how to accomplish training.  Instead, it identifies the minimum standards that Marines must be able to perform in combat.  The T&R Manual is a fundamental tool for commanders to build and maintain unit combat readiness.  Using this tool, leaders can construct and execute an effective training plan that supports the unit's METL.  More detailed information on the Marine Corps Ground T&R Program is found in reference (a).


**1001.  UNIT TRAINING**

1.  The training of Marines to perform as an integrated unit in combat lies at the heart of the T&R program.  Unit and individual readiness are directly related.  Individual training and the mastery of individual core skills serve as the building blocks for unit combat readiness.  A Marine's ability to perform critical skills required in combat is essential.  However, it is not necessary to have all individuals within a unit fully trained in order for that organization to accomplish its assigned tasks.  Manpower shortfalls, temporary assignments, leave, or other factors outside the commander's control, often affect the ability to conduct individual training.  During these periods, unit readiness is enhanced if emphasis is placed on the individual training of Marines on-hand.  Subsequently, these Marines will be mission ready and capable of executing as part of a team when the full complement of personnel is available.

2.  Commanders will ensure that all tactical training is focused on their combat mission.  The T&R Manual is a tool to help develop the unit's training plan.  In most cases, unit training should focus on achieving unit proficiency in the core capabilities METL.  However, commanders will adjust their training focus to support METLs associated with a major OPLAN/CONPLAN or named operation as designated by their higher commander and reported accordingly in the Defense Readiness Reporting System (DRRS).  Tactical

training will support the METL in use by the commander and be tailored to meet T&R standards.  Commanders at all levels are responsible for effective combat training.  The conduct of training in a professional manner consistent with Marine Corps standards cannot be over emphasized.

3.  Commanders will provide personnel the opportunity to attend formal and operational level courses of instruction as required by this Manual. Attendance at all formal courses must enhance the warfighting capabilities of the unit as determined by the unit commander.


**1002.  UNIT TRAINING MANAGEMENT**

1.  Unit Training Management (UTM) is the application of the Systems Approach to Training and Education (SATE) and the Marine Corps Training Principles. This is accomplished in a manner that maximizes training results and focuses the training priorities of the unit in preparation for the conduct of its wartime mission.

2.  UTM techniques, described in references (b) and (e), provide commanders with the requisite tools and techniques to analyze, design, develop, implement, and evaluate the training of their unit.  The Marine Corps Training Principles, explained in reference (b), provide sound and proven direction and are flexible enough to accommodate the demands of local conditions.  These principles are not inclusive, nor do they guarantee success.  They are guides that commanders can use to manage unit-training programs.  The Marine Corps training principles are:

- Train as you fight
- Make commanders responsible for training
- Use standards-based training
- Use performance-oriented training
- Use mission-oriented training
- Train the MAGTF to fight as a combined arms team
- Train to sustain proficiency
- Train to challenge

3.  To maintain an efficient and effective training program, leaders at every level must understand and implement UTM.  Guidance for UTM and the process for establishing effective programs are contained in references (a) through (g).


**1003.  SUSTAINMENT AND EVALUATION OF TRAINING**

1.  The evaluation of training is necessary to properly prepare Marines for combat.  Evaluations are either formal or informal, and performed by members of the unit (internal evaluation) or from an external command (external evaluation).

2.  Marines are expected to maintain proficiency in the training events for their MOS at the appropriate grade or billet to which assigned.  Leaders are responsible for recording the training achievements of their Marines. Whether it involves individual or collective training events, they must ensure proficiency is sustained by requiring retraining of each event at or

before expiration of the designated sustainment interval.  Performance of the training event, however, is not sufficient to ensure combat readiness. Leaders at all levels must evaluate the performance of their Marines and the unit as they complete training events, and only record successful accomplishment of training based upon the evaluation.  The goal of evaluation is to ensure that correct methods are employed to achieve the desired standard, or the Marines understand how they need to improve in order to attain the standard.  Leaders must determine whether credit for completing a training event is recorded if the standard was not achieved.  While successful accomplishment is desired, debriefing of errors can result in successful learning that will allow ethical recording of training event completion.  Evaluation is a continuous process that is integral to training management and is conducted by leaders at every level and during all phases of planning and the conduct of training.  To ensure training is efficient and effective, evaluation is an integral part of the training plan.  Ultimately, leaders remain responsible for determining if the training was effective.

3.  The purpose of formal and informal evaluation is to provide commanders with a process to determine a unit's/Marine's proficiency in the tasks that must be performed in combat.  Informal evaluations are conducted during every training evolution.  Formal evaluations are often scenario-based, focused on the unit's METs, based on collective training standards, and usually conducted during higher-level collective events.  References (a) and (f) provide further guidance on the conduct of informal and formal evaluations using the Marine Corps Ground T&R Program.


**1004.  ORGANIZATION**

1.  T&R Manuals are organized in one of two methods:  unit-based or community-based.  Unit-based T&R Manuals are written to support a type of unit (Infantry, Artillery, Tanks, etc.) and contain both collective and individual training standards.  Community-based are written to support an Occupational Field, a group of related Military Occupational Specialties (MOSs), or billets within an organization (EOD, NBC, Intel, etc.), and usually only contain individual training standards.  T&R Manuals are comprised of chapters that contain unit METs, collective training standards (CTS), and individual training standards (ITS) for each MOS, billet, etc.

2.  The T3 T&R Manual is a community-based manual comprised of 4 chapters. Because it is a community-based manual, not all the information contained in the Chapter 1 Overview is relevant to the application of the training standards in this manual.  Chapter 1 amplifies general information contained in reference (a).  Chapter 2 lists the Core Capability METs and their related Formal School Instructor, Curriculum Administrator, and Unit Training Management events.  Chapters 3 and 4 contain individual events.  Appendix B contains Train the Trainer individual events from NAVMC 3500.16, MCCS Volume II.  The Train the Trainer School (formerly Instructional Management School (IMS)) will have proponency on Train the Trainer individual training standards and will maintain those standards in the MCCS Volume II T&R Manual.

**1005.  T&R EVENT CODING**

1.  T&R events are coded for ease of reference.  Each event has up-to a 4-4-4-digit identifier.  The first up-to four digits are referred to as a "community" and represent the unit type or occupation (TANK, TOW, 1802, etc.).  The second up-to four digits represent the functional or duty area (TAC, CMDC, GNRY, etc.).  The last four digits represent the level and sequence of the event.

2.  The T&R levels are illustrated in Figure 1.  An example of the T&R coding used in this Manual is shown in Figure 2.
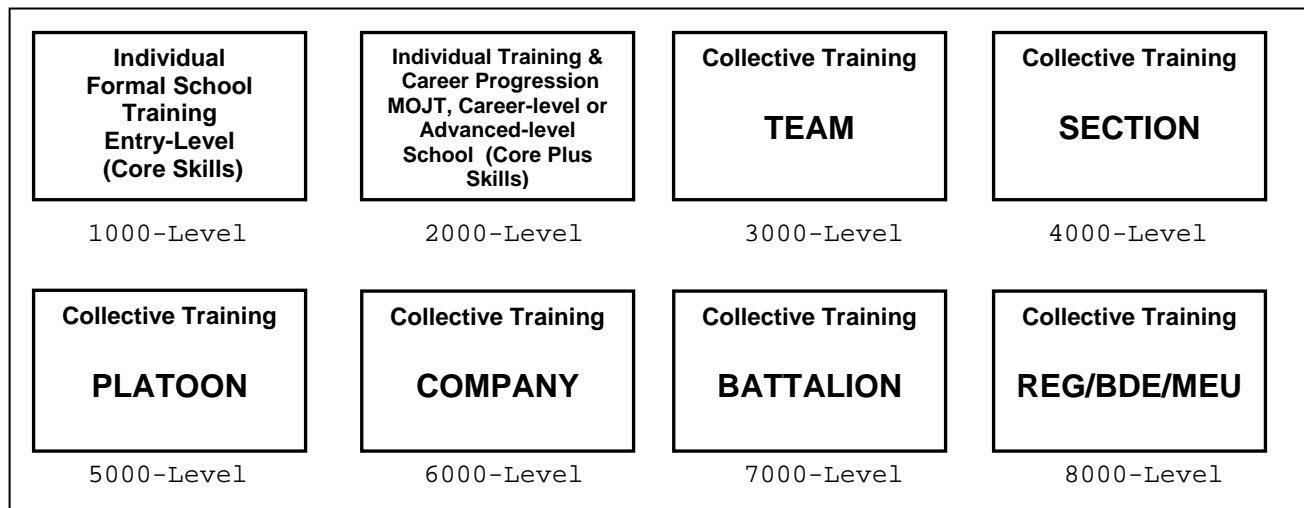
| | | | |
|---|---|---|---|
| **Individual Formal School Training Entry-Level (Core Skills)** | **Individual Training & Career Progression MOJT, Career-level or Advanced-level School (Core Plus Skills)** | **Collective Training TEAM** | **Collective Training SECTION** |
| 1000-Level | 2000-Level | 3000-Level | 4000-Level |
| **Collective Training PLATOON** | **Collective Training COMPANY** | **Collective Training BATTALION** | **Collective Training REG/BDE/MEU** |
| 5000-Level | 6000-Level | 7000-Level | 8000-Level |

Figure 1:  T&R Event Levels

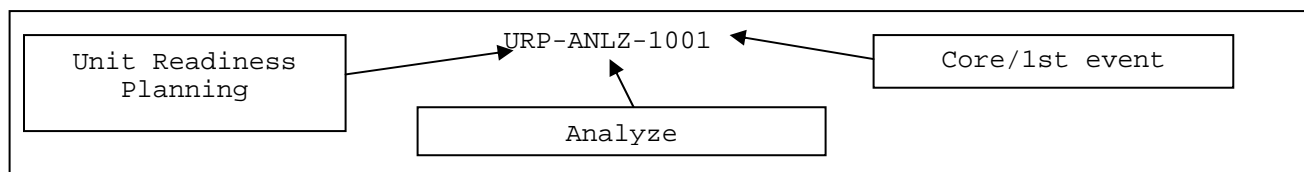| Unit Readiness Planning | URP-ANLZ-1001 | Core/1st event |
|---|---|---|
| | Analyze | |

Figure 2:  T&R Event Coding

**1006.  COMBAT READINESS PERCENTAGE**

1.  The Marine Corps Ground T&R Program includes processes to assess readiness of units and individual Marines.  Every unit in the Marine Corps maintains a basic level of readiness based on the training and experience of the Marines in the unit.  Even units that never trained together are capable of accomplishing some portion of their missions.  Combat readiness assessment does not associate a quantitative value for this baseline of readiness, but uses a "Combat Readiness Percentage", as a method to provide a concise descriptor of the recent training accomplishments of units and Marines.

2.  Combat Readiness Percentage (CRP) is the percentage of required training events that a unit or Marine accomplishes within specified sustainment intervals.

3.  In unit-based T&R Manuals, unit combat readiness is assessed as a percentage of the successfully completed and current (within sustainment interval) key training events called "Evaluation-Coded" (E-Coded) Events.  E-Coded Events and unit CRP calculation are described in follow-on paragraphs.  CRP achieved through the completion of E-Coded Events is directly relevant to readiness assessment in DRRS.

4.  Individual combat readiness, in both unit-based and community-based T&R Manuals, is assessed as the percentage of required individual events in which a Marine is current.  This translates as the percentage of training events for his/her MOS and grade (or billet) that the Marine successfully completes within the directed sustainment interval.  Individual skills are developed through a combination of 1000-level training (entry-level formal school courses), individual on-the-job training in 2000-level events, and follow-on formal school training.  Skill proficiency is maintained by retraining in each event per the specified sustainment interval.

**1007.  EVALUATION-CODED (E-CODED) EVENTS**

1.  Unit-type T&R Manuals can contain numerous unit events, some for the whole unit and others for integral parts that serve as building blocks for training.  To simplify training management and readiness assessment, only collective events that are critical components of a mission essential task (MET), or key indicators of a unit's readiness, are used to generate CRP for a MET.  These critical or key events are designated in the T&R Manual as Evaluation-Coded (E-Coded) events.  Formal evaluation of unit performance in these events is recommended because of their value in assessing combat readiness.  Only E-Coded events are used to calculate CRP for each MET.

2.  The use of a METL-based training program allows the commander discretion in training.  This makes the T&R Manual a training tool rather than a prescriptive checklist.

**1008.  CRP CALCULATION**

1.  Collective training begins at the 3000 level (team, crew or equivalent).  Unit training plans are designed to accomplish the events that support the unit METL while simultaneously sustaining proficiency in individual core skills.  Using the battalion-based (unit) model, the battalion (7000-level) has collective events that directly support a MET on the METL.  These collective events are E-Coded and the only events that contribute to unit CRP.  This is done to assist commanders in prioritizing the training toward the METL, taking into account resource, time, and personnel constraints.

2.  Unit CRP increases after the completion of E-Coded events.  The number of E-Coded events for the MET determines the value of each E-Coded event.  For example, if there are 4 E-Coded events for a MET, each is worth 25% of MET CRP.  MET CRP is calculated by adding the percentage of each completed and current (within sustainment interval) E-Coded training event.  The percentage

for each MET is calculated the same way and all are added together and divided by the number of METS to determine unit CRP.  For ease of calculation, we will say that each MET has 4 E-Coded events, each contributing 25% towards the completion of the MET.  If the unit has completed and is current on three of the four E-Coded events for a given MET, then they have completed 75% of the MET.  The CRP for each MET is added together and divided by the number of METS to get unit CRP; unit CRP is the average of MET CRP.

For Example:

```
MET 1:  75% complete  (3 of 4 E-Coded events trained)
MET 2:  100% complete (6 of 6 E-Coded events trained)
MET 3:  25% complete  (1 of 4 E-Coded events trained)
MET 4:  50% complete  (2 of 4 E-Coded events trained)
MET 5:  75% complete  (3 of 4 E-Coded events trained)
```

To get unit CRP, simply add the CRP for each MET and divide by the number of METS:

MET CRP: 75 + 100 + 25 + 50 + 75 = 325

Unit CRP: 325 (total MET CRP)/ 5 (total number of METS) = 65%

**1009.  T&R EVENT COMPOSITION**

1.  This section explains each of the components of a T&R event.  These items are included in all events in each T&R manual.

    a.  <u>Event Code</u> (see Sect 1006).  The event code is a 4-4-4 character set.  For individual training events, the first 4 characters indicate the occupational function.  The second 4 characters indicate functional area (TAC, CBTS, VOPS, etc.).  The third 4 characters are simply a numerical designator for the event.

    b.  <u>Event Title</u>.  The event title is the name of the event.

    c.  <u>E-Coded</u>.  This is a "yes/no" category to indicate whether or not the event is E-Coded.  If yes, the event contributes toward the CRP of the associated MET.  The value of each E-Coded event is based on number of E-Coded events for that MET.  Refer to paragraph 1008 for detailed explanation of E-Coded events.

    d.  <u>Supported MET(s)</u>.  List all METs that are supported by the training event.

    e.  <u>Sustainment Interval</u>.  This is the period, expressed in number of months, between evaluation or retraining requirements.  Skills and capabilities acquired through the accomplishment of training events are refreshed at pre-determined intervals.  It is essential that these intervals are adhered to in order to ensure Marines maintain proficiency.

    f.  <u>Billet</u>.  Individual training events may contain a list of billets within the community that are responsible for performing that event.  This

ensures that the billets expected tasks are clearly articulated and a Marine's readiness to perform in that billet is measured.

g.  Grade.  Each individual training event will list the rank(s) at which Marines are required to learn and sustain the training event.

h.  Initial Training Setting.  For Individual T&R Events only, this specifies the location for initial instruction of the training event in one of three categories (formal school, managed on-the-job training, distance learning).  Regardless of the specified Initial Training Setting, any T&R event may be introduced and evaluated during managed on-the-job training.

(1) "FORMAL" – When the Initial Training Setting of an event is identified as "FORMAL" (formal school), the appropriate formal school or training detachment is required to provide initial training in the event.  Conversely, formal schools and training detachments are not authorized to provide training in events designated as Initial Training Setting "MOJT" or "DL."  Since the duration of formal school training must be constrained to optimize Operating Forces' manning, this element provides the mechanism for Operating Forces' prioritization of training requirements for both entry-level (1000-level) and career-level (2000-level) T&R Events.  For formal schools and training detachments, this element defines the requirements for content of courses.

(2) "DL" – Identifies the training event as a candidate for initial training via a Distance Learning product (correspondence course or MarineNet course).

(3) "MOJT" – Events specified for Managed On-the-Job Training are to be introduced to Marines, and evaluated, as part of training within a unit by supervisory personnel.

i.  Event Description.  Provide a description of the event purpose, objectives, goals, and requirements.  It is a general description of an action requiring learned skills and knowledge (e.g. Camouflage the M1A1 Tank).

j.  Condition.  Describe the condition(s), under which tasks are performed.  Conditions are based on a "real world" operational environment.  They indicate what is provided (equipment, materials, manuals, aids, etc.), environmental constraints, conditions under which the task is performed, and any specific cues or indicators to which the performer must respond.  When resources or safety requirements limit the conditions, this is stated.

k.  Standard.  The standard indicates the basis for judging effectiveness of the performance.  It consists of a carefully worded statement that identifies the proficiency level expected when the task is performed.  The standard provides the minimum acceptable performance parameters and is strictly adhered to.  The standard for collective events is general, describing the desired end-state or purpose of the event.  While the standard for individual events specifically describe to what proficiency level in terms of accuracy, speed, sequencing, quality of performance, adherence to procedural guidelines, etc., the event is accomplished.

l.  Event Components.  Describe the actions composing the event and help the user determine what must be accomplished and to properly plan for the event.

m.  Prerequisite Events.  Prerequisites are academic training or other T&R events that must be completed prior to attempting the task.  They are lower-level events or tasks that give the individual/unit the skills required to accomplish the event.  They can also be planning steps, administrative requirements, or specific parameters that build toward mission accomplishment.

n.  Chained Events.  Collective T&R events are supported by lower-level collective and individual T&R events.  This enables unit leaders to effectively identify subordinate T&R events that ultimately support specific mission essential tasks.  When the accomplishment of any upper-level events, by their nature, result in the performance of certain subordinate and related events, the events are "chained."  The completion of chained events will update sustainment interval credit (and CRP for E-Coded events) for the related subordinate level events.

o.  Related Events.  Provide a list of all Individual Training Standards that support the event.

p.  References.  The training references are utilized to determine task performance steps, grading criteria, and ensure standardization of training procedures.  They assist the trainee in satisfying the performance standards, or the trainer in evaluating the effectiveness of task completion.  References are also important to the development of detailed training plans.

q.  Distance Learning Products (IMI, CBT, MCI, etc.).  Include this component when the event can be taught via one of these media methods vice attending a formal course of instruction or receiving MOJT.

r.  Support Requirements.  This is a list of the external and internal support the unit and Marines will need to complete the event.  The list includes, but is not limited to:

- Range(s)/Training Area
- Ordnance
- Equipment
- Materials
- Other Units/Personnel
- Other Support Requirements

s.  Miscellaneous.  Provide any additional information that assists in the planning and execution of the event.  Miscellaneous information may include, but is not limited to:

- Admin Instructions
- Special Personnel Certifications
- Equipment Operating Hours
- Road Miles

2.  Community-based T&R manuals have several additional components not found in unit-based T&R manuals.  These additions do not apply to this T&R Manual.

**1010.  CBRNE TRAINING**

1.  All personnel assigned to the operating force must be trained in chemical, biological, radiological, nuclear, and explosive incident defense (CBRNE), in order to survive and continue their mission in this environment. Individual proficiency standards are defined as survival and basic operating standards.  Survival standards are those that the individual must master in order to survive CBRNE attacks.  Basic operating standards are those that the individual, and collectively the unit, must perform to continue operations in a CBRNE environment.

2.  In order to develop and maintain the ability to operate in an CBRNE environment, CBRNE training is an integral part of the training plan and events in this T&R Manual.  Units should train under CBRNE conditions whenever possible.  Per reference (c), all units must be capable of accomplishing their assigned mission in a contaminated environment.

**1011.  NIGHT TRAINING**

1.  While it is understood that all personnel and units of the operating force are capable of performing their assigned mission in "every climate and place," current doctrine emphasizes the requirement to perform assigned missions at night and during periods of limited visibility.  Basic skills are significantly more difficult when visibility is limited.

2.  To ensure units are capable of accomplishing their mission they must train under the conditions of limited visibility.  Units should strive to conduct all events in this T&R Manual during both day and night/limited visibility conditions.  When there is limited training time available, night training should take precedence over daylight training, contingent on individual, crew, and unit proficiency.

**1012.  OPERATIONAL RISK MANAGEMENT (ORM)**

1.  ORM is a process that enables commanders to plan for and minimize risk while still accomplishing the mission.  It is a decision making tool used by Marines at all levels to increase operational effectiveness by anticipating hazards and reducing the potential for loss, thereby increasing the probability of a successful mission.  ORM minimizes risks to acceptable levels, commensurate with mission accomplishment.

2.  Commanders, leaders, maintainers, planners, and schedulers will integrate risk assessment in the decision-making process and implement hazard controls to reduce risk to acceptable levels.  Applying the ORM process will reduce mishaps, lower costs, and provide for more efficient use of resources.  ORM assists the commander in conserving lives and resources and avoiding unnecessary risk, making an informed decision to implement a course of action (COA), identifying feasible and effective control measures where specific measures do not exist, and providing reasonable alternatives for mission accomplishment.  Most importantly, ORM assists the commander in determining the balance between training realism and unnecessary risks in training, the impact of training operations on the environment, and the adjustment of training plans to fit the level of proficiency and experience of

Sailors/Marines and leaders.  Further guidance for ORM is found in references (b) and (d).


**1013.  APPLICATION OF SIMULATION**

1. Simulations/Simulators and other training devices shall be used when they are capable of effectively and economically supplementing training on the identified training task.  Particular emphasis shall be placed on simulators that provide training that might be limited by safety considerations or constraints on training space, time, or other resources.  When deciding on simulation issues, the primary consideration shall be improving the quality of training and consequently the state of readiness.  Potential savings in operating and support costs normally shall be an important secondary consideration.

2.  Each training event contains information relating to the applicability of simulation.  If simulator training applies to the event, then the applicable simulator(s) is/are listed in the "Simulation" section and the CRP for simulation training is given.  This simulation training can either be used in place of live training, at the reduced CRP indicated; or can be used as a precursor training for the live event, i.e., weapons simulators, convoy trainers, observed fire trainers, etc.  It is recommended that tasks be performed by simulation prior to being performed in a live-fire environment.  However, in the case where simulation is used as a precursor for the live event, then the unit will receive credit for the live event CRP only.  If a tactical situation develops that precludes performing the live event, the unit would then receive credit for the simulation CRP.


**1014.  MARINE CORPS GROUND T&R PROGRAM**

1.  The Marine Corps Ground T&R Program continues to evolve.  The vision for Ground T&R Program is to publish a T&R Manual for every readiness-reporting unit so that core capability METs are clearly defined with supporting collective training standards, and to publish community-based T&R Manuals for all occupational fields whose personnel augment other units to increase their combat and/or logistic capabilities.  The vision for this program includes plans to provide a Marine Corps training management information system that enables tracking of unit and individual training accomplishments by unit commanders and small unit leaders, automatically computing CRP for both units and individual Marines based upon MOS and rank (or billet).  Linkage of T&R Events to the Marine Corps Task List (MCTL), through the core capability METs, has enabled objective assessment of training readiness in the DRRS.

2.  DRRS measures and reports on the readiness of military forces and the supporting infrastructure to meet missions and goals assigned by the Secretary of Defense.  With unit CRP based on the unit's training toward its METs, the CRP will provide a more accurate picture of a unit's readiness.  This will give fidelity to future funding requests and factor into the allocation of resources.  Additionally, the Ground T&R Program will help to ensure training remains focused on mission accomplishment and that training readiness reporting is tied to units' METLs.

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CHAPTER 2

MISSION ESSENTIAL TASKS MATRIX

T3 T&R MANUAL


CHAPTER 2

MISSION ESSENTIAL TASKS MATRIX


**2000.  T3 MISSION ESSENTIAL TASKS MATRIX**.  The T3 Mission Essential Task List (METL) Table includes the designated MET number.  There are no E-coded events in the T3 T&R Manual.  This matrix reflects all events and the MET they support.


**MET#/MISSION ESSENTIAL TASK**


| MET 1.  Conduct Formal School instruction. | |
|---|---|
| FSIC-IMPI-2001 | Review lesson materials |
| FSIC-IMPI-2002 | Conduct a time-critical ORA |
| FSIC-IMPI-2003 | Prepare the instructional environment |
| FSIC-IMPI-2004 | Rehearse a lesson |
| FSIC-IMPI-2005 | Conduct a lesson |
| FSIC-IMPI-2006 | Administer student tests |
| FSIC-IMPI-2007 | Employ after-lesson management |
| CAC-DEVI-2025 | Conduct an in-depth ORA |
| CAC-DEVI-2030 | Assemble a Master Lesson File |
| CAC-EVLI-2034 | Evaluate the implementation of a lesson |
| CAC-TIMS-2044 | Use the automated system in curriculum development |
| **MET 2.  Develop Formal School curricula utilizing the Systems Approach to Training and Education (SATE).** | |
| FSIC-IMPI-2001 | Review lesson materials |
| FSIC-IMPI-2002 | Conduct a time-critical ORA |
| FSIC-IMPI-2006 | Administer student tests |
| FSIC-IMPI-2007 | Employ after-lesson management |
| CAC-DESI-2011 | Apply the Adult Learning Theory to designing instruction |
| CAC-DESI-2012 | Write a Target Population Description |
| CAC-DESI-2013 | Conduct a Learning Analysis |
| CAC-DESI-2014 | Develop learning objectives |
| CAC-DESI-2015 | Write test items |
| CAC-DESI-2016 | Select instructional methods |
| CAC-DESI-2017 | Select instructional media |
| CAC-DESI-2018 | Sequence Terminal Learning Objectives |
| CAC-DEVI-2022 | Apply the Adult Learning Theory to developing instruction |
| CAC-DEVI-2023 | Develop a course structure |
| CAC-DEVI-2024 | Develop Concept Cards |
| CAC-DEVI-2025 | Conduct an in-depth ORA |
| CAC-DEVI-2026 | Develop lesson materials |
| CAC-DEVI-2027 | Construct a test |
| CAC-DEVI-2028 | Conduct validation |

| CAC-DEVI-2029 | Develop a Program of Instruction |
| CAC-DEVI-2030 | Assemble a Master Lesson File |
| CAC-EVLI-2034 | Evaluate the implementation of a lesson |
| CAC-TIMS-2044 | Use the automated system in curriculum development |
| FSCC-MANI-2048 | Implement a Formal School program |
| FSCC-MANI-2049 | Employ Training Management System |
| URP-DEVI-2017 | Develop lesson materials |

**MET 3.  Conduct Formal School management.**

| FSIC-IMPI-2001 | Review lesson materials |
| FSIC-IMPI-2002 | Conduct a time-critical ORA |
| FSIC-IMPI-2007 | Employ after-lesson management |
| CAC-DEVI-2025 | Conduct an in-depth ORA |
| CAC-DEVI-2028 | Conduct validation |
| CAC-DEVI-2029 | Develop a Program of Instruction |
| CAC-DEVI-2030 | Assemble a Master Lesson File |
| CAC-EVLI-2034 | Evaluate the implementation of a lesson |
| CAC-EVLI-2035 | Conduct course evaluations |
| CAC-EVLI-2036 | Conduct a Course Content Review Board |
| CAC-EVLI-2037 | Evaluate Formal School documents |
| CAC-TIMS-2041 | Use the automated system in curriculum development |
| FSCC-MANI-2045 | Implement a Formal School program |
| FSCC-MANI-2046 | Employ Training Management System |

**MET 4.  Conduct Unit Readiness Planning (URP).**

| FSIC-IMPI-2002 | Conduct a time-critical ORA |
| FSIC-IMPI-2007 | Employ after-lesson management |
| CAC-DEVI-2025 | Conduct an in-depth ORA |
| FSCC-MANI-2046 | Employ Training Management System |
| URP-ANLZ-2001 | Conduct mission analysis |
| URP-DESI-2005 | Identify collective training standards |
| URP-DESI-2006 | Conduct training assessment |
| URP-DESI-2007 | Determine training strategy |
| URP-DESI-2008 | Develop training guidance |
| URP-DESI-2009 | Develop a long range training plan |
| URP-DESI-2010 | Develop a mid range training plan |
| URP-DESI-2011 | Develop a short range training plan |
| URP-DESI-2012 | Develop weekly training schedules |
| URP-DEVI-2016 | Coordinate unit training |
| URP-DEVI-2017 | Develop lesson materials |
| URP-DEVI-2018 | Develop training materials |
| URP-DEVI-2019 | Conduct Operational Risk Assessment |
| URP-IMPI-2020 | Conduct training |
| URP-EVLI-2020 | Conduct formal/informal training evaluation |
| URP-EVLI-2021 | Conduct after-action review |
| URP-EVLI-2022 | Evaluate a unit's training plans |

T3 T&R MANUAL

CHAPTER 3

INSTRUCTIONAL/CURRICULUM ADMINISTRATION INDIVIDUAL EVENTS

CHAPTER 3

INSTRUCTIONAL/CURRICULUM ADMINISTRATION INDIVIDUAL EVENTS

**3000.  PURPOSE.**  This chapter details the individual events that pertain to formal school instruction and curriculum development.  These events are linked to a Mission Essential Task (MET) developed to guide T3 community training.  This linkage tailor's individual training for the selected MET. Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful.

**3001.  ADMINISTRATIVE NOTES.**  T&R events are coded for ease of reference. Each event has a 4-4-4 digit identifier.  The first four digits represent the occupational field or military occupational field (URP, or FSIC).  The second four digits represent the functional or duty area (ANLZ, DESI, etc.).  The last four digits represent the level, and identifier number of the event. Every individual event has an identifier number from 001 to 999.

**3002.   INDEX OF INDIVIDUAL EVENTS**

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| CAC-DESI-2011 | Apply the Adult Learning Theory to designing instruction | 3-7 |
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| CAC-EVLI-2034 | Evaluate the implementation of a lesson | 3-17 |
| CAC-EVLI-2035 | Conduct course evaluations | 3-17 |
| CAC-EVLI-2036 | Conduct a Course Content Review Board (CCRB) | 3-18 |
| CAC-EVLI-2037 | Evaluate Formal School documents | 3-18 |
| CAC-TIMS-2041 | Use the automated system in curriculum development | 3-19 |
| FSCC-MANI-2045 | Implement a Formal School program | 3-20 |
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**3003.  2000-LEVEL EVENTS**


**FSIC-IMPI-2001:**  Review lesson material

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to teach a specific period of instruction, instructional materials, and with the aid of references.

**STANDARD:**  To ensure all critical elements of the designated material are complete and accurate to provide quality instruction in accordance with the reference.

**PERFORMANCE STEPS:**
1.  Review course/training schedule.
2.  Review the lesson plan.
3.  Review student materials.
4.  Review media.
5.  Review the Operational Risk Assessment Worksheet.
6.  Review the Instructor Preparation Guide.
7.  Review student test.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**FSIC-IMPI-2002:**  Conduct a time-critical ORA

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to teach a specific period of instruction, instructional materials, classroom facility/range/training area, and with the aid of references.

**STANDARD:**  Applying the 5-step ORM process in accordance with the reference.

**PERFORMANCE STEPS:**
1.  Identify change(s) to hazards identified on the in-depth ORA Worksheet located in the Master Lesson File.
2.  Apply the five-step ORM process to the identified changes.

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training

2.  MCO 3500.27 Operational Risk Management
3.  MCO 5100.29 Marine Corps Safety Program w/CH 1
4.  SATE Manual, Systems Approach to Training and Education Manual

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**FSIC-IMPI-2003:**  Prepare the instructional environment

**EVALUATION-CODED:**  NO                **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to teach a specific period of instruction, instructional materials, a classroom facility, and with the aid of references.

**STANDARD:**  Ensuring equipment and media operate properly, support personnel are prepared, and instructional materials are available to start the classroom instruction on time in accordance with the reference.

**PERFORMANCE STEPS:**
1.  Prepare instructional equipment.
2.  Prepare media.
3.  Brief support personnel.
4.  Prepare student materials.
5.  Perform administrative functions.
6.  Check personal appearance.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**FSIC-IMPI-2004:**  Rehearse a lesson

**EVALUATION-CODED:**  NO                **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to teach a specific period of instruction, instructional materials, training facility, and with the aid of references.

**STANDARD:**  Within the specified amount of time, effectively covering all learning objectives in logical sequence in accordance with the reference.

**PERFORMANCE STEPS:**
1.  Conduct individual rehearsal(s).
2.  Conduct small critical audience rehearsal(s).
3.  Conduct dress rehearsal(s).

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**FSIC-IMPI-2005:**  Conduct a lesson

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to teach a specific period of instruction, instructional materials, training facility, and with the aid of references.

**STANDARD:**  Within the specified amount of time, effectively covering all learning objectives in a logical sequence and employing media throughout, in accordance with the reference.

**PERFORMANCE STEPS:**
1.  Conduct effective communications.
2.  Present the introduction.
3.  Present the body.
4.  Present instructional method(s).
5.  Employ media throughout the lesson.
6.  Present the summary.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**FSIC-IMPI-2006:**  Administer student tests

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to test student retention of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  Ensuring students are both ready and prepared for the test and the test is graded and reviewed in a timely manner in accordance with the reference.

**PERFORMANCE STEPS:**
1.  Gather test materials.
2.  Prepare the testing environment.
3.  Clarify test directions to the students.

4. Provide the students with an opportunity for questions.
5. Conduct the test.
6. Grade the test.
7. Review the test.

**REFERENCES:**
1. SATE Manual, Systems Approach to Training and Education Manual

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**FSIC-IMPI-2007:** Employ after-lesson management

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given the requirement to teach a specific period of instruction, instructional materials, training facility, and with the aid of references.

**STANDARD:** Utilizing the seven designated after-lesson activities identified in the SAT manual in accordance with the reference.

**PERFORMANCE STEPS:**
1. Conduct after-lesson actions.
2. Complete the After-Instruction Report (AIR).

**REFERENCES:**
1. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2011:** Apply the Adult Learning Theory to designing instruction

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given the requirement to design a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references and given a Target Population Description (TPD).

**STANDARD:** To provide effective instruction to adults according to the four modalities of adult learning styles and the three domains of adult learning and in accordance with Chapters 2 and 6 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Apply Adult Learning Theory (ALT) to writing learning objectives.
2. Apply Adult Learning Theory (ALT) to writing test items.

3.  Apply Adult Learning Theory (ALT) to selecting instructional methods.
4.  Apply Adult Learning Theory (ALT) to selecting instructional media.

**REFERENCES:**
1.  SATE Manual Systems Approach to Training and Education Manual

---

**CAC-DESI-2012:**  Write a Target Population Description

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to teach a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  To provide information that describes the general characteristics of the average student attending the course, in accordance with Chapter 2 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Obtain sources of data.
2.  Review sources of data.
3.  Organize data into categories.
4.  Record the Target Population Description (TPD).

**REFERENCES:**
1.  MCTIMS Instructions Marine Corps Training Information Management System (MCTIMS) Instructions
2.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2013:**  Conduct a Learning Analysis

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to design a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  To examine the real world behavior that a Marine must perform in the Operating Forces and transform it into the instructional environment in the form of knowledge, skills, and attitudes for formation of learning objectives in accordance with Chapter 2 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Gather materials.
2. Determine training requirements.
3. Analyze the Target Population Description (TPD).
4. Record task/event data on the Learning Analysis Worksheet (LAW).
5. Generate Knowledge, Skills, and Attitudes (KSAs) for each performance step.
6. Group Knowledge, Skills, and Attitudes (KSAs) into common areas.
7. Sequence groupings.
8. Record Learning Analysis in MCTIMS.

**REFERENCES:**
1. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2014:**  Develop Learning Objectives

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Training & Readiness (T&R) Manual, Learning Analysis Worksheets (LAWs), the requirement to design a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  To inform the student what they will be expected to perform, the conditions under which the performance will occur, how well the student will perform, establish a basis for measurement of the performance, and provide a focus for the instructor and the student, in accordance with Chapter 2 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Record behavior from ITS Order or T&R Manual for the Terminal Learning Objective (TLO).
2. Record condition from ITS Order or T&R Manual for the Terminal Learning Objective (TLO).
3. Record standard from ITS Order or T&R Manual for the Terminal Learning Objective (TLO).
4. Compare formal school resources to task behavior.
5. Determine evaluation methods.
6. Complete the Terminal Learning Objective (TLO) on Learning Objective Worksheet (LOW) or in MCTIMS CMD.
7. Document the behavior from grouped KSAs for Enabling Learning Objective (ELO).
8. Determine the condition for Enabling Learning Objective (ELO).
9. Determine the standard for Enabling Learning Objective (ELO).
10. Complete Enabling Learning Objective (ELO) on Learning Objective Worksheet (LOW) or in MCTIMS CMD.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2015:**  Write test items

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given Learning Analysis Worksheets (LAWs), Learning Objective Worksheets (LOWs), the requirement to design a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  That focuses on evaluation of terminal and enabling learning objectives to determine student proficiency in achieving mastery of learning objectives in accordance with Chapter 2 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Analyze the learning objective.
2.  Determine test item type.
3.  Write test item(s).
4.  Record the test item(s) on the Learning Objective Worksheet (LOW) or in MCTIMS CMD.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2016:**  Select instructional methods

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, 1STSGT, MSGT, SGTMAJ, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a completed Learning Analysis, Learning Objective Worksheet, the requirement to design a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  Identifying and utilizing the most effective methods based on the Learning Objective itself, the Target Population Description, and Adult Learning Theory, in accordance with Chapter 2 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Review method considerations.
2.  Record instructional method(s) on the Learning Objective Worksheet (LOW).

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2017:**  Select instructional media

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Learning Analysis, Learning Objective Worksheet (LOW), the requirement to teach a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  Identifying the most effective means of presenting material to reinforce the learning process and maintain the attention of the audience, in accordance with the SATE Manual, chapter 2.

**PERFORMANCE STEPS:**
1.  Review media considerations.
2.  Record instructional media on the Learning Objective Worksheet (LOW).

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DESI-2018:**  Sequence Learning Objectives

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given completed Learning Objective Worksheets (LOWs), the requirement to design a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  Ensuring the instruction promotes building block approach to training by the optimum placement of the learning objectives, in accordance with Chapter 2 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Group Learning Objectives (LOs) based on shared elements.
2.  Determine relationship between Learning Objectives (LOs).
3.  Arrange Learning Objectives (LOs) based upon relationships.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2022:** Apply Adult Learning Theory to developing instruction

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:** To provide effective instruction to adults according to the four modalities of adult learning styles and the three domains of adult learning, in accordance with Chapters 3 and 6 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Apply Adult Learning Theory (ALT) to developing a course structure.
2. Apply Adult Learning Theory (ALT) to developing lesson materials.

**REFERENCES:**
1. MCO 1553.2A Management of Marine Corps Formal Schools and Training
2. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2023:** Develop a course structure

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given completed Learning Objective Worksheets (LOWs), relevant school policy and directives, the requirement to develop a specific Program of Instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:** To identify the implementation plan and facilitate course scheduling for a specific course, in accordance with Chapter 3 of the SATE Manual and MCO 1553.2A.

**PERFORMANCE STEPS:**
1. Review source material.
2. Establish lessons content.
3. Establish exams content.
4. Estimate hours.
5. Assign titles.
6. Assign designators.

**REFERENCES:**
1. MCO 1553.2A Management of Marine Corps Formal Schools and Training
2. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2024:** Develop Concept Cards

**EVALUATION-CODED:** NO       **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given a computer with MCTIMS access, a completed Learning Objective Worksheet (LOW), course structure, the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:** Identifying all of the learning objectives, instructional methods and media, and the resources required to conduct the entire lesson, exam, or event, in accordance with Chapter 3 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Determine categories of concept cards.
2. Identify methods from Learning Objective Worksheet.
3. Identify media from Learning Objective Worksheet.
4. Copy TLOs and ELOs from the Learning Objective Worksheet.
5. Identify support requirements for the assigned period of instruction.

**REFERENCES:**
1. MCO 1553.2A Management of Marine Corps Formal Schools and Training
2. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2025:** Conduct an In-Depth Operational Risk Assessment

**EVALUATION-CODED:** NO       **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given completed Learning Analysis Worksheets (LAWs), Concept Cards, the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:** Identifying and assessing potential hazards, and implementing controls to mitigate the risk those hazards impose, in accordance with Chapter 3 of the SATE Manual and MCO 3500.27.

**PERFORMANCE STEPS:**
1.  Identify hazards on Operational Risk Assessment Worksheet (ORAW).
2.  Assess the hazards on Operational Risk Assessment Worksheet (ORAW).
3.  Document how to implement controls on Operational Risk Assessment Worksheet (ORAW).
4.  Document the supervision plan on Operational Risk Assessment Worksheet (ORAW).

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  MCO 3500.27 Operational Risk Management
3.  MCO 5100.29 Marine Corps Safety Program w/CH 1
4.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2026:**  Develop lesson materials

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  To generate the lesson plans, student outlines, supplemental student material, media, and Instructor Preparation Guide (IPG) to support the training in accordance with the SATE Manual, chapter 3.

**PERFORMANCE STEPS:**
1.  Secure resources.
2.  Write lesson plan.
3.  Write student materials.
4.  Develop media.
5.  Write an Instructor Preparation Guide.

**REFERENCES:**
1.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2027:**  Construct a test

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:** Given Learning Objective Worksheets (LOWs), Exam Concept Cards, an Operational Risk Assessment Worksheet (ORAW), the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:** To determine if students have acquired the knowledge and skills to master the learning objectives and measure the effectiveness of instruction, in accordance with Chapter 3 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Determine mastery.
2. Arrange test items.
3. Develop grading criteria.
4. Develop scoring method.
5. Write testing instructions for student.
6. Write testing instructions for test administrators.

**REFERENCES:**
1. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2028:** Conduct validation

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:** Developing a plan for validation, collecting pertinent data, analyzing data, and making necessary changes to course design or instruction to ensure that mastery of the learning objectives is possible and reasonable, in accordance with Chapters 3 and 5 of the SATE Manual.

**PERFORMANCE STEPS:**
1. Review formal school/detachment SOP.
2. Plan validation.
3. Schedule validation.
4. Determine data collection procedures.
5. Implement validation plan.
6. Interpret validation results.
7. Record validation results.
8. Report validation results.

**REFERENCES:**
1. SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2029:**  Develop a Program of Instruction

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a computer with the MCTIMS access, the requirement to develop a specific course, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  To describe a course in terms of structure, resource requirements, delivery methods and media, length, intended learning objectives, evaluation procedures and as a historical record of the course, in accordance with Chapter 3 of the SATE Manual, MCO 1553.2.

**PERFORMANCE STEPS:**
1.  Produce the Course Descriptive Data (CDD).
2.  Complete the Program of Instruction (POI).

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-DEVI-2030:**  Assemble a Master Lesson File

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to develop a specific period of instruction, instructional materials, adequate classroom facility, and with the aid of references.

**STANDARD:**  To include a Learning Analysis Worksheet (LAW), Learning Objective Worksheet (LOW), Concept Card, Operational Risk Assessment Worksheet (ORAW), Instructor Preparation Guide, Lesson Plan, Student Outline, Supplemental Student Materials, and Media, in accordance with the SATE Manual, Chapter 3 and MCO 1553.2.

**PERFORMANCE STEPS:**
1.  Review MCO 1553.2A.
2.  Review SOP for additional MLF requirement.
3.  Gather required documents.
4.  Complete the Master Lesson File (MLF) checklists.
5.  Arrange documents in Master Lesson File (MLF).

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-EVLI-2034:**  Evaluate the implementation of a lesson

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given an Observation Checklist, the requirement to evaluate a specific period of instruction, the specific lesson's Master Lesson File, and with the aid of references.

**STANDARD:**  To ensure the lesson is conducted in accordance with the Master Lesson File, in accordance with Chapters 4 and 5 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Prepare for evaluation.
2.  Evaluate instruction.
3.  Debrief evaluation results.

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-EVLI-2035:**  Conduct course evaluations

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to evaluate a specific course, and with the aid of references.

**STANDARD:**  Collecting, analyzing, and evaluating pertinent data to determine the effectiveness and efficiency of an instructional program and to make recommendations for use by decision-makers to modify, continue, or terminate a program, in accordance with Chapter 5 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Collect data.
2.  Analyze evaluation data.
3.  Summarize evaluation data.
4.  Develop courses of action.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-EVLI-2036:**  Conduct a Course Content Review Board (CCRB)

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to evaluate a specific period of instruction, course materials, evaluation data, and Subject Matter Experts (SMEs), and with the aid of references.

**STANDARD:**  Ensuring an equitable number of schoolhouses and operating force representatives are present, the task list is reviewed and validated, impact of task list change on the existing course is evaluated, and recommendations for course change are identified and approved by board members in accordance with Chapter 5 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Prepare for a CCRB.
2.  Validate the task list.
3.  Discuss agenda items.
4.  Develop COAs for course change.
5.  Prepare the ROP.
6.  Submit the ROP.

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  SATE Manual, Systems Approach to Training and Education Manual

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**CAC-EVLI-2037:**  Evaluate formal school documents

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Academics Officer, Commanders, Course Chief, Executive Officers

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a current AIRS-400 checklist and Formal School documents to include: T&R Manual, POI, MLFs, training schedule, school evaluation documents, and personnel training records and with the aid of references.

**STANDARD:**  Ensuring all Formal School documents contain all required information and are maintained in accordance with the AIRS-400 checklist.

**PERFORMANCE STEPS:**
1. Evaluate Formal School documents for completeness.
2. Evaluate congruency of key components between the school's T&R manual, POI(s), MLFs, and training schedule.
3. Evaluate school training readiness documents (training records).
4. Evaluate school evaluation procedures.
5. Evaluate school administrative procedures.

**REFERENCES:**
1. AIRS-400 Checklists
2. MCO 1553.2A Management of Marine Corps Formal Schools and Training
3. SATE Manual, Systems Approach to Training and Education Manual

   **ADMINISTRATIVE INSTRUCTIONS:** Formal School documents include: T&R Manual, POI, MLFs, training schedule, and personnel training records, any data collection instruments used by the school to evaluate student learning, instructor performance, materials, instructional environment, and safety.

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**CAC-TIMS-2041:** Use the automated system in curriculum development

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 1 month

**GRADES:** SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given a computer with the MCTIMS program, required documentation, and with the aid of references.

**STANDARD:** To develop curriculum, in accordance with the SATE Manual and MCTIMS Instructions.

**PERFORMANCE STEPS:**
1. Navigate through MCTIMS.
2. Enter data into MCTIMS.
3. Print MCTIMS reports.
4. Exit MCTIMS.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. SATE Manual, Systems Approach to Training and Education Manual

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**FSCC-MANI-2045:** Implement a Formal School Program

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**GRADES:** GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:**  Given the requirement to manage a Formal School/PME School/Training Detachment, a formal Program of Instruction, staff/faculty, and adequate instructional facilities, and with the aid of references.

**STANDARD:**  Developing requisite SOP(s) that cover faculty development, validation and evaluation of instruction, and safety in accordance with Chapters 5 and 6 of the SATE Manual and MCO 1553.2A.

**PERFORMANCE STEPS:**
1.  Review MCO 1553.2A.
2.  Develop a formal school SOP.
3.  Develop a validation plan.
4.  Develop an evaluation plan.
5.  Develop a staff/faculty development plan.
6.  Develop an Operational Risk Management Plan.

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  MCO 3500.27 Operational Risk Management
3.  MCO 5100.29 Marine Corps Safety Program w/CH 1
4.  SATE Manual, Systems Approach to Training and Education Manual

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**FSCC-MANI-2046:**  Employ Training Management Systems

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Formal School/PME School/Training Detachment, the requirement to manage student personnel and develop a formal Program of Instruction, staff/faculty, adequate instructional facilities, a computer with Marine Corps Training Information Management Systems (MCTIMS) and with the aid of references.

**STANDARD:**  Ensuring the systems are available to designated personnel, personnel have been properly trained in the use of the system, and effective security measures are in place to control access to the systems in accordance with Chapters 6 of the SATE Manual.

**PERFORMANCE STEPS:**
1.  Identify systems available to the formal school.
2.  Incorporate systems into the formal school.
3.  Train personnel in the proper use of the systems.
4.  Develop security protocols to control access to the systems.

**REFERENCES:**
1.  MCO 1553.2A Management of Marine Corps Formal Schools and Training
2.  SATE Manual, Systems Approach to Training and Education Manual

T3 T&R MANUAL

# CHAPTER 4

## UNIT READINESS PLANNING (URP) INDIVIDUAL EVENTS

T3 T&R MANUAL


CHAPTER 4

UNIT READINESS PLANNING (URP) INDIVIDUAL EVENTS


**4000.  PURPOSE.**  This chapter details the individual events that pertain to the T3 community.  These events are linked to designated formal school Mission Essential Tasks (MET).  This linkage tailor's individual training for the selected MET.  Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful.


**4001.  ADMINISTRATIVE NOTES.**  T&R events are coded for ease of reference. Each event has a 4-4-4 digit identifier.  The first four digits represent the occupational field or military occupational field (URP, or FSIC).  This chapter contains URP events.  The second four digits represent the functional or duty area.  The last four digits represent the level, and identifier number of the event.  Every individual event has an identifier number from 001 to 999.

**4002. INDEX OF INDIVIDUAL EVENTS**

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| URP-ANLZ-2001 | Conduct mission analysis | 4-4 |
| URP-DESI-2005 | Identify collective training standards | 4-4 |
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**4003.  2000-LEVEL EVENTS**

**URP-ANLZ-2001:**  Conduct mission analysis

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations
Officers, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2,
CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Table of Organization (T/O) mission, commander's guidance,
and a unit to train, and references.

**STANDARD:**  To develop an approved unit Mission Essential Task List (METL) in
accordance with the references.

**PERFORMANCE STEPS:**
1.  Assemble training documents.
2.  Identify core tasks.
3.  Identify operation plan tasks.
4.  Identify named operation tasks.
5.  Identify implied tasks.
6.  Consolidate tasks into a mission essential task list.
7.  Obtain higher headquarters approval of METL.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCRP 3-0A Unit Training Management Guide
3.  MCRP 3-0B How to Conduct Training

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**URP-DESI-2005:**  Identify collective training standards

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations
Officers, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2,
CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Mission Essential Task List (METL), a Table of
Organization (T/O) mission, commander's guidance, a unit to train, Training
and Readiness (T&R) manual(s), and with the aid of references.

**STANDARD:** To ensure collective training standards selected for training are linked to Mission Essential Tasks (METs) and the accomplishment of, leads to MET proficiency in accordance with the reference.

**PERFORMANCE STEPS:**
1. Review Commander's guidance.
2. Review the Mission Essential Task List (METL).
3. Review the Training and Readiness Manual(s) (T&R).
4. Identify unit's mission.
5. Select collective training standards for each MET.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training

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**URP-DESI-2006:** Conduct training assessment

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**BILLETS:** Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training Officers

**GRADES:** CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given a Mission Essential Task List (METL), Table of Organization (T/O) Mission, commander's guidance, a unit to train, training and readiness manual(s), collective training standards, references, and using evaluation data.

**STANDARD:** Identifying specific deficiencies that impact proficiency in each MET in accordance with the references.

**PERFORMANCE STEPS:**
1. Analyze evaluation data.
2. Assess unit proficiencies.
3. Assess unit deficiencies.
4. Compile training assessment findings.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training

**MISCELLANEOUS:**

  **ADMINISTRATIVE INSTRUCTIONS:** 1. Subordinate unit leaders should be involved in the execution of this task whenever possible.

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**URP-DESI-2007:** Determine training strategy

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**BILLETS:** Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training Officers

**GRADES:** CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given a Mission Essential Task List (METL), Table of Organization (T/O) mission, commander's guidance, a unit to train, training and readiness (T&R) manual(s), collective training standards, unit training assessment, and references.

**STANDARD:** To generate training priorities, consistent with HHQ commander's guidance, that achieves MET proficiency and combat readiness in accordance with the references.

**PERFORMANCE STEPS:**
1.  Employ training assessment findings.
2.  Utilize commander's guidance.
3.  Identify pre-deployment training program requirements.
4.  Identify formal training requirements.
5.  Identify ancillary training requirements.
6.  Identify professional military education training requirements.
7.  Identify Marine Corps Common Skills training requirements.
8.  Group tasks.
9.  Sequence tasks.
10. Compare tasks to deficiencies and commander's guidance.
11. Determine resource requirements.
12. Determine resource shortfalls.
13. Determine alternative resources.
14. Identify subordinate tasks by priority.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCRP 3-0A Unit Training Management Guide
3.  MCRP 3-0B How to Conduct Training

**MISCELLANEOUS:**

**ADMINISTRATIVE INSTRUCTIONS:** 1. Subordinate unit leaders should be involved in the execution of this task whenever possible.2. Report resource shortfalls to higher headquarters. 3. Commander's must weigh all training requirements as part of the training strategy including mission-oriented, formal, ancillary, pre-deployment training, professional military education, and Marine Corps Common Skills.

**URP-DESI-2008:**  Develop training guidance

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Officers, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Mission Essential Task List (METL), a Table of Organization (T/O) mission, commander's guidance, a unit to train, training and readiness (T&R) manual(s), collective training standards, a unit training assessment, a training strategy and references.

**STANDARD:**  To publish a training guidance letter that focuses unit training on MET proficiency and ensures unity of effort toward unit readiness training in accordance with the commander's training priorities and the references.

**PERFORMANCE STEPS:**
1.  Assess training strategy.
2.  Identify unit combat readiness requirements.
3.  Identify operational risk assessment requirements.
4.  Identify commander's endstate.
5.  Identify training milestones.
6.  Identify subordinate tasks.
7.  Identify coordinating instructions.
8.  Identify administrative requirements.
9.  Identify logistical requirements.
10. Identify command and control requirements.
11. Draft commander's training guidance.
12. Publish commander's training guidance.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCRP 3-0A Unit Training Management Guide
3.  MCRP 3-0B How to Conduct Training

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**URP-DESI-2009:**  Develop a long range training plan

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Mission Essential Task List (METL), Table of Organization (T/O) mission, a unit to train, training and readiness (T&R) manual(s), collective training standards, a unit training assessment, a training strategy, the commander's training guidance, and references.

**STANDARD:**  That includes the unit METL, HHQ commander's guidance, a calendar that identifies major exercises, deployments, and other known training requirements in a designated 18-24 month time period, and identifies training resource requirements, in accordance with the references.

**PERFORMANCE STEPS:**
1.  Review the unit METL.
2.  Publish/distribute commander's planning guidance.
3.  Develop a training calendar.
4.  Design training events.
5.  Determine training resource priorities.
6.  Coordinate the long range training plan.
7.  Review/evaluate the long range training plan.
8.  Issue long range training plan to subordinates.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCRP 3-0A Unit Training Management Guide
3.  MCRP 3-0B How to Conduct Training

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**URP-DESI-2010:**  Develop a mid range training plan

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Mission Essential Task List (METL), a Table of Organization (T/O) mission, a unit to train, training and readiness (T&R) manual(s), collective training standards, a unit training assessment, a training strategy, commander's training guidance, training plans, and references.

**STANDARD:**  Converting the long-range training plan into an up-to 18 month plan that is a series of training activities and events identified by specific collective and individual training standards, issuing detailed commanders training guidance, allocating and coordinating training resources, and validating the training plan, in accordance with the references.

**PERFORMANCE STEPS:**
1.  Assess current unit proficiency/resources/training environment.
2.  Publish the METL.
3.  Publish commanders training guidance.

4. Review the long-range training plan.
5. Review previous midrange plans.
6. Develop midrange planning calendar.
7. Coordinate with higher/subordinate units.
8. Review midrange training plan.
9. Issue the midrange training plan to subordinates.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training

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**URP-DESI-2011:**  Develop a short range training plan

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Mission Essential Task List (METL), a Table of Organization (T/O) mission, a unit to train, training and readiness (T&R) manual (s), collective training standards, a unit training assessment, a training strategy, commander's training guidance, training plans, and references.

**STANDARD:**  Identifying collective and individual training standards linked to training events from the midrange plan, coordinating training resources, and providing specific guidance to subordinate units to develop monthly training schedules and provide quarterly updates to the midrange plan in accordance with the references.

**PERFORMANCE STEPS:**
1. Determine requirements from the mid range training plan.
2. Determine training locations.
3. Determine training times.
4. Determine training events.
5. Link collective and individual training standards to training events.
6. Determine unit(s)/personnel participating in the training events.
7. Determine logistical requirements.
8. Determine uniform/equipment requirements.
9. Continuously assess training plans.
10. Update training plans, as required.
11. Record training event information.
12. Issue the short range training plan to subordinates.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training

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**URP-DESI-2012:** Develop weekly training schedules

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**BILLETS:** Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given a Mission Essential Task List (METL), a Table of Organization (T/O) mission, a unit to train, training and readiness (T&R) manual (s), collective training standards, a unit training assessment, a training strategy, commander's training guidance, training plans, and references.

**STANDARD:** Providing specific guidance for each scheduled event to include, when and where training takes place, collective and individual training standards applicable to the event, designation of supervisors/trainers/evaluators, required gear and uniform, transportation, and safety precautions, in accordance with the references.

**PERFORMANCE STEPS:**
1. Determine requirements from the short range training plan.
2. Determine training locations.
3. Determine training times.
4. Determine training events.
5. Determine training tasks.
6. Determine personnel participating in the training events.
7. Determine logistical requirements.
8. Determine uniform/equipment requirements.
9. Record training event information.
10. Issue the weekly training schedule to subordinates.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training

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**URP-DEVI-2016:** Coordinate unit training

**EVALUATION-CODED:** NO          **SUSTAINMENT INTERVAL:** 24 months

**BILLETS:** Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**GRADES:** CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given the commanders training guidance, training plans, training schedules, and references.

**STANDARD:**  Addressing the five W's, {who, what, where, when, and why} for each training event to provide the requisite level of support necessary for successful training in accordance with the references.

**PERFORMANCE STEPS:**
1.  Submit Training and Support Requests.
2.  Confirm trainers and support personnel.
3.  Allocate resources.
4.  Conduct reconnaissance of training areas.
5.  Coordinate with adjacent units and appropriate personnel.
6.  Inspect equipment.
7.  Publish Letter of Instruction (LOI).
8.  Maintain contact with supporting, adjacent, and executing units and agencies.
9.  Resolve training conflicts and shortfalls.
10. Update training plans and schedules as required.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCRP 3-0A Unit Training Management Guide
3.  MCRP 3-0B How to Conduct Training

**MISCELLANEOUS:**

> **ADMINISTRATIVE INSTRUCTIONS:**  1.  LOI's are published in the operational format OSMEAC

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**URP-DEVI-2017:**  Develop Lesson Materials

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to conduct a training event, applicable collective/individual training standards, required equipment, personnel support, and with the aid of references.

**STANDARD:**  That include lesson plans, student handouts, media, and instructor guides per the references.

**PERFORMANCE STEPS:**
1.  Secure resources.
2.  Write lesson plan.
3.  Write student materials.
4.  Develop media.
5.  Write an Instructor Preparation Guide.

**REFERENCES:**
1.  MCRP 3-0A Unit Training Management Guide
2.  MCTIMS Instructions Marine Corps Training Information Management System
    (MCTIMS) Instructions
3.  SAT Manual Systems Approach to Training Manual

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**URP-DEVI-2018:**  Develop Training Materials

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, MSGT, MGYSGT, WO-1, CWO-2, CWO-3, CWO-4, CWO-
5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given training standards, and using Technical Manuals (TM), Fleet
Manuals (FM/FMFM), and Marine Corps Reference Publications (MCRP), Marine
Corps Warfighting publications (MCWP), Marine Corps Doctrinal Publications
(MCDP), and other references.

**STANDARD:**  To ensure that materials include all tasks to be trained to
standard.

**PERFORMANCE STEPS:**
1.  Develop lesson plans.
2.  Develop media.
3.  Develop training assessments.
4.  Confirm training resource availability.

**REFERENCES:**
1.  MCO 3500.19B Training and Readiness Manual
2.  MCRP 3-0A Unit Training Management Guide
3.  MCRP 3-0B How to Conduct Training
4.  SAT Manual Systems Approach to Training Manual

**MISCELLANEOUS:**

  **ADMINISTRATIVE INSTRUCTIONS:**  Issue regarding the word "effective" in the
  standard-issue is how do you quantify effectiveness-recommendation-SAT (E)
  requirements be assessed for UTM/URP.

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**URP-DEVI-2019:**  Conduct Operational Risk Assessment

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations
Officers, Training NCOs, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2,
CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given an Operational Risk Assessment Worksheet (ORAW), training materials, training plan, and with the aid of references.

**STANDARD:**  To mitigate risks associated with each training event by identifying and incorporating control measures through the Operational Risk Assessment Worksheet (ORAW) in accordance with the references.

**PERFORMANCE STEPS:**
1.  Identify hazards.
2.  Assess hazards.
3.  Make risk decisions.
4.  Implement controls to mitigate risk.
5.  Supervise training.
6.  Assess effectiveness of control measures.
7.  Develop ORAW for every training event.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCO 3500.27 Operational Risk Management
3.  MCRP 3-0A Unit Training Management Guide
4.  SAT Manual Systems Approach to Training Manual

**MISCELLANEOUS:**

  **ADMINISTRATIVE INSTRUCTIONS:**  1.  Pull in ORM task from Ground Safety T&R / IMS

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**URP-IMPI-2024:**  Conduct training

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL, COL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a unit to train, approved Mission Essential Task List (METL), commander's training guidance, training plans, training schedules, trainers, training resources, and with the aid of references.

**STANDARD:**  Ensuring that all requirements identified in the performance steps are addressed in sequence so all training evolutions achieve desired results in accordance with the references.

**PERFORMANCE STEPS:**
1.  Review training materials.
2.  Prepare for training.
3.  Stage resources.

4.  Stage personnel.
5.  Conduct time critical Operational Risk Assessment (on-going).
6.  Comply with installation and unit SOPs.
7.  Conduct safety briefs, as required.
8.  Execute planned training.
9.  Supervise training.
10. Assess Operational Risk Management control measures.
11. Employ coaching.
12. Conduct immediate critique.
13. Conclude training.
14. Collect training data.
15. Account for personnel.
16. Account for resources.
17. Conduct retrograde.
18. Prepare for follow-on/remedial training.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)
2.  MCO 3500.27 Operational Risk Management
3.  MCRP 3-0A Unit Training Management Guide
4.  MCRP 3-0B How to Conduct Training

**MISCELLANEOUS:**

   **ADMINISTRATIVE INSTRUCTIONS:**  1.  Time Critical Operational Risk Assessment
   is conducted throughout training in a continuous cycle in order to address
   unexpected hazards that may arise.2.  The performance step "Collect
   training data," includes trainer observations, completion of performance
   checklists, completion of written tests (e.g. Marine Corps Common Skills)
   and other quantitative and qualitative data points, as required.3.  Support
   requirements are dictated by unit METL.

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**URP-EVLI-2028:**  Conduct formal/informal training evaluations

**EVALUATION-CODED:**  NO                **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations
Officers, Training NCOs, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2,
CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to evaluate training, a unit to be
evaluated, performance checklists, and with the aid of references.

**STANDARD:**  Utilizing performance checklists developed from approved collective
and individual training events, observing performance of designated events,
and providing written and oral feedback to the evaluated unit on proficiencies
and deficiencies in relation to observed events in accordance with MCO
1553.3A, Paragraph 6.e and MCRP 3-0A, Chapter 7.

**PERFORMANCE STEPS:**
1. Develop unit evaluation checklists based on collective/individual standards.
2. Observe training.
3. Utilize performance checklists for specific training standards.
4. Document observed performance.
5. Provide feedback to the evaluated unit.
6. Provide results as a standard feedback tool to the evaluated unit.
7. Analyze trends as a standard measuring tool to the evaluated unit.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide

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**URP-EVLI-2029:**  Conduct after-action reviews

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to conduct an after-action review, collective training events, units to train, and with the aid of references.

**STANDARD:**  Identifying deficiencies in regards to collective and individual training standards and resource allocations, providing  recommendations for developing trainers, adjusting the training plan, correcting deficiencies, and conducting remedial training in accordance with MCO 1553.3A, Paragraph 6.e and MCRP 3-0A, Chapter 7.

**PERFORMANCE STEPS:**
1. Identify recommendation for better means for accomplishing objectives.
2. Identify aids for allocating future resources.
3. Identify recommendations for improving individual and unit performance.
4. Identify recommendations for developing qualified trainers.
5. Identify appropriate adjustments to the unit training plan.
6. Identify actions required to correct training deficiencies.
7. Incorporate remedial training as soon as possible after the exercise.

**REFERENCES:**
1. MCO 1553.3A Unit Training Management (UTM)
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training

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**URP-EVLI-2030:**  Evaluate unit training plans

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  24 months

**BILLETS:**  Commanders, Executive Officers, Operations Chiefs, Operations Officers, Training NCOs, Training Officers

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given the requirement to evaluate unit training, a unit training plan, commander's guidance, unit METL, and with the aid of references.

**STANDARD:**  In accordance with MCO 1553.3A, Paragraph 6.

**PERFORMANCE STEPS:**
1.  Ensure the unit's METL has been developed/reviewed/incorporated into unit training plans.
2.  Ensure training plans are linked to the unit METL.
3.  Ensure the training plan contains regularly updated training plans (short, mid, and long-range).
4.  Ensure the unit is prioritizing training, and allocating resources according to the established METL.
5.  Ensure the short-range plan focuses/prioritizes training 1-4 months out that is updated monthly.
6.  Ensure the mid-range plan focuses/prioritizes training 4-18 months out that is updated quarterly.
7.  Ensure the long-range plan focuses/prioritizes training 18-24 months out that is updated annually.
8.  Ensure night training is incorporated into the unit's training plans.
9.  Ensure NBC training is incorporated into the unit's training plans.
10. Ensure PME, formal and ancillary training are incorporated into the unit's training plans.

**REFERENCES:**
1.  MCO 1553.3A Unit Training Management (UTM)

T3 T&R MANUAL

APPENDIX A

FUNCTIONAL AREA MATRIX

**1000.  FUNCTIONAL AREA MATRIX**.  The Functional Area Table includes the
functional area description.

| FUNCTIONAL AREA CODE | DESCRIPTION |
|---|---|
| AALT | Adult Learning Theory. A concept to consider throughout the SAT process.  Adults are self-motivated. When developing, training and instruction consideration should be given to the knowledge and skills adults bring to the table acquired from personal experience. |
| ANLZ | Analyze.  Job performance data is collected, analyzed, and reported. Perform job and task analysis, and develop instructional setting. |
| DESI | Design Instruction.  Develop target population description, perform learning analysis (identify knowledge/skills required for T&R's developed in analyze phase) and develop Terminal Learning Objectives. |
| DEVI | Develop Instruction. Develop course structure, concept cards, and then conduct ORAW.  Develop lesson materials, construct tests, and validate instruction.  Finally, develop CDD and POI.  This phase represents the bulk of the training materials and documents. |
| IMPI | Implement Instruction.  During this phase, lesson materials are reviewed, and instructor will prepare for and conduct instruction. (Time critical ORA happens here)  Instructor will also administer student tests and perform After Lesson Management. |
| EVLI | Evaluate Instruction.  This phase applies to all other phases, and is performed continuously.  A plan for validation should be made, identifying the best evaluation approach for the training. Any evaluation issues are identified. The evaluation method selected is employed, data is collected and analyzed, and finally, data is interpreted to develop a plan to improve training. |
| MANI | Manage Instruction.  Includes such skills as using MCTIMS to register and track training, performing self-inspections of the unit training, staff and faculty development, certifications, and the like. |
| TIMS | Training Information Management System.  All tasks relating to the use of the Marine Corps Training Information Management System (MCTIMS) for the recording of learning analysis, learning objectives, concept cards, course descriptive data and program of instruction data. |

T3 T&R MANUAL


APPENDIX B

MCCS TRAIN THE TRAINER INDIVIDUAL EVENTS

T3 T&R MANUAL


APPENDIX B

MCCS TRAIN THE TRAINER INDIVIDUAL EVENTS


**1000.  INDEX OF MCCS EVENTS**


| EVENT | TITLE | PAGE |
|---|---|---|
| | **1000 LEVEL EVENTS** | |
| MCCS-T3-2101 | Determine individual and collective training requirements | B-3 |
| MCCS-T3-2102 | Develop a Training Plan | B-3 |
| MCCS-T3-2103 | Conduct Training | B-4 |
| MCCS-T3-2104 | Execute Lane Training | B-5 |
| MCCS-T3-2105 | Execute Assembly Area Training | B-7 |
| MCCS-T3-2106 | Conduct Rehearsal Area Actions | B-7 |
| MCCS-T3-2107 | Conduct Execution Area Actions | B-8 |
| MCCS-T3-2108 | Conduct After Action Review | B-8 |
| MCCS-T3-2109 | Conduct Retraining | B-9 |
| MCCS-T3-2110 | Evaluate a Lane Training Exercise (LTX) | B-9 |

**1001.  1000-LEVEL EVENTS**


**MCCS-T3-2101:**  Determine individual and collective training requirements

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  12 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given an individual or unit to be trained; higher headquarters (battalion-level) METL or Collective Task List (company level and below); unit mission statement, commander's guidance, training requirements and training plan; the required equipment, supplies and other training support; an appropriate location; and the required references, including a unit SOP, if available

**STANDARD:**  In priority, in performance step sequence, prior to creation of the training plan.

**PERFORMANCE STEPS:**
1.  Review higher unit METL or Collective Task List, unit mission, and commanders training guidance.
2.  Determine training requirements, priorities and other key planning factors and considerations
3.  Review supporting USMC and USA reference documents (USMC Infantry Training & Readiness Manual; USA Field Manuals, Mission Training Plans, Training Circulars, etc.) to fill in gaps in T/C/Ss and to identify key references for identifying supporting individual and collective tasks.
4.  Select a task from higher unit METL/collective task list.
5.  Identify the collective and individual tasks required for the subordinate unit to accomplish highest task.
6.  Repeat the process for each higher unit collective task.
7.  Prioritize tasks for training.
8.  Ask "what is the task's difficulty in terms of learning and performance?"
9.  Ask "what is the importance of the task to the unit's mission or job?"
10. Ask "how frequently is the task performed?"
11. Group the tasks by priority.
12. Provide task list to higher for approval.
13. Adjust task lists as directed.
14. Assess individual and unit-level proficiency in the tasks.
15. Re-prioritize tasks based on findings.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2102:**  Develop a Training Plan

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  12 months

**DESCRIPTION:**  A training plan will contain a detailed training schedule. The detailed training schedule contains, at a minimum: the unit to be trained, a

timeline, a list of individual and collective tasks with conditions, standards and performance steps to be trained, an evaluation plan, primary and assistant trainers, weapons, gear and equipment requirements and OPFOR tasks and standards (if applicable)

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given an individual or unit to be trained; the commander's training guidance and unit's collective task list (essential task list), training requirements; a long range training plan, the prioritized list of individual and collective tasks to be trained; the required equipment, supplies and other training support; an appropriate location; and the required references, including a unit SOP, if available.

**STANDARD:**  So that the training plan complies with higher level guidance and is doctrinally and technically current, allocates approximately one-third of available time to assembly and rehearsal activities; one-third to lane execution and after action review (AAR) activities; and one-third to re-training activities.

**PERFORMANCE STEPS:**
1.  Review the performance and evaluation standards for the tasks.
2.  Ensure the appropriate proficiency level is captured.
3.  Cross reference training and performance evaluations to commanders training guidance.
4.  Determine the current individual and unit proficiency level.
5.  Outline the training plan.
6.  Identify prerequisite training requirements.
7.  Identify milestones.
8.  Brief higher on training plan and adjust if necessary.
9.  Estimate the resources required to support the exercise.
10. Establish a training calendar.
11. Assign training responsibilities to specific individuals or units.
12. Confirm availability of resources.
13. Allocate resources.
14. Develop training scenarios to facilitate realistic execution of the tasks and/or force on force training.
15. Produce necessary orders for scenario.
16. Conduct a reconnaissance of training areas.
17. Complete the Operational Risk Assessment Matrix.
18. Determine all logistical requirements.
19. Plan for exercise control.
20. Plan for administrative and logistical support.
21. Certify trainers.
22. Anticipate problems.
23. Develop contingency plans.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

**MCCS-T3-2103:**  Conduct Training

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  12 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given an individual or unit to be trained; the commander's guidance and training requirements; a training plan; the required equipment, supplies and other training support; an appropriate location; and the required references, including a unit SOP, if available.

**STANDARD:**  So that all trainees meet or exceed the performance standards for all training objectives, that the training follows the training plan; is doctrinally and technically current; is performance oriented; and complies with the commander's guidance and regulations for safety and security, so that the training is assessed and the training is recorded and the results are reported.

**PERFORMANCE STEPS:**
1.  Certify all instructors/trainers.
2.  Rehearse the tasks.
3.  Rehearse classes.
4.  Utilize current and relevant tasks, conditions, standards (T/C/S) and performance steps.
5.  Brief students on tasks, conditions, standards and performance steps prior to the execution of the training.
6.  Establish a safe training environment.
7.  Provide safety brief prior to commencement of training
8.  Rehearse CASEVAC procedures
9.  Ensure students have all required equipment, supplies and information prior to the commencement of training.
10. Provide orientation to training area, range and key terrain.
11. Demonstrate the task to desired standard.
12. Provide adequate rehearsal time and instructor supervision (coaching) until Marines/units are able to complete the tasks to standards.
13. Have Marines/units perform the task for assessment.
14. Utilize execution checklists.
15. Provide target feedback for all weapon systems and munitions.
16. Correct incorrect task performance immediately.
17. Maintain a positive learning environment.
18. Conduct After Action Review.
19. Increase task complexity.
20. Repeat tasks.
21. Allocate sufficient time to train.
22. Ensure adequate resources.
23. Record the training performance.
24. Report the training performance.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

**MCCS-T3-2104:**  Execute Lane Training

**EVALUATION-CODED:**  NO        **SUSTAINMENT INTERVAL:**  12 months

**DESCRIPTION:**  Lane Training utilizes the Crawl, Walk, Run process to develop unit proficiency during rehearsals. Rehearsals refresh proper TTP, identify and correct weaknesses prior to execution.  LTX OCs facilitate training while the unit leaders are responsible for training and proficiency verification.  Tailor lane training conditions to appropriate unit level.  Modify conditions to add variety and improve proficiency.  Strive for realism but not until the unit has achieved the desired standard.  Plan complete scenarios and establish boundaries to avoid freeplay.  Repeat tasks several times to achieve sustained improvement in task proficiency.  Lane Training is conducted at Lane Training Exercise Area (LTX area) and is composed of five activities:  Assembly area, Rehearsal Area, Lane Execution, After Action Review (AAR) Area, and Retraining Area.  Actions in each of these areas will be described in related events.  The realism, speed and complexity should increase after proper execution of tasks (tactical scenarios, time constraints, adverse conditions) and basic skills and tasks should be mastered before task complexity is increased.

**GRADES:**  CPL, SGT, SSGT, GYSGT, WO-1, CWO-2, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Company Sized unit or smaller to be trained; the commander's guidance and training objectives; a training plan; the required equipment, supplies and other training support; an appropriate location; and the required references, including a unit  SOP, if available.

**STANDARD:**  So that the training follows the training plan; is doctrinally and technically current; is sequential in space or time; is performance oriented; and complies with the commander's guidance and regulations for safety and security.

**PERFORMANCE STEPS:**
1.  Utilize validated tasks from training and readiness manuals for the Lane Training Exercise.
2.  Utilize validated standards for evaluation.
3.  Conduct unit assessment prior to planning the training.
4.  Ensure all observer-controllers (OCs) trained and verified on specific tasks.
5.  Develop unit leader task proficiency.
6.  Ensure prerequisite Marine, Leader and collective tasks are trained to standard prior to LTX.
7.  Establish a minimum support structure of OC teams and OPFOR (if appropriate).
8.  Train opposing forces (OPFOR).
9.  Rehearse OPFOR.
10. Maximize use of Training Time.
11. Design short, standardized, focused scenarios.
12. Plan for several repetitions of task.
13. Plan for multiple units to utilize LTX.
14. Implement concurrent training.
15. Plan concurrent training.
16. Allocate sufficient time to train.

17. Record the training and performance.
18. Report the training and performance.

**REFERENCES:**
1.  FM 25-4 How to Conduct Training Exercises
2.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2105:**  Execute Assembly Area Training

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  12 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Company Sized unit or smaller to be trained; the commander's guidance and training objectives; a training plan; the required equipment, supplies and other training support; an appropriate location; the required references, including a unit SOP, if available and an established lane training area.

**STANDARD:**  So that the training follows the training plan; is doctrinally and technically current; is sequential in space or time; is performance oriented; and complies with the commander's guidance and regulations for safety and security.

**PERFORMANCE STEPS:**
1.  Conduct Senior OC In-briefing.
2.  Conduct orders process associated with LTX.
3.  OCs reverify unit leader task proficiency.
4.  Rehearse prerequisite skills.
5.  Conduct precombat checks.
6.  Unit leader backbriefs OC on order.
7.  Conduct Safety Brief.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2106:**  Conduct Rehearsal Area actions

**EVALUATION-CODED:**  NO          **SUSTAINMENT INTERVAL:**  12 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Company Sized unit or smaller to be trained; the commander's guidance and training objectives; a training plan; the required equipment, supplies and other training support; an appropriate location; the required references, including a unit SOP, if available, and an established lane training area.

**STANDARD:**  After assembly area actions, so that the training follows the training plan; is doctrinally and technically current; is sequential in space or time; is performance oriented; and complies with the commander's guidance and regulations for safety and security.

**PERFORMANCE STEPS:**
1.  Unit leader conducts rehearsal.
2.  Conduct rehearsal to the evaluation standards
3.  Senior OC directs unit leader when ready to move to Execution.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2107:**  Conduct Execution Area actions

**EVALUATION-CODED:**  NO                   **SUSTAINMENT INTERVAL:**  12 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Company Sized unit or smaller to be trained; the commander's guidance and training objectives; a training plan; the required equipment, supplies and other training support; an appropriate location; the required references, including a unit SOP, if available, and an established lane training area.

**STANDARD:**  Following Assembly Area and Rehearsal Area actions, after assembly area actions, so that the training follows the training plan; is doctrinally and technically current; is sequential in space or time; is performance oriented; and complies with the commander's guidance and regulations for safety and security.

**PERFORMANCE STEPS:**
1.  Confirm safety considerations and ORM mitigating actions.
2.  Confirm Tasks, Conditions and Standards and scenario.
3.  Leaders move unit through the execution area.
4.  Unit performs task to the desired standards.
5.  OC and unit leader evaluates task against desired standard.
6.  Coaching or unscheduled AARs are conducted when task in performed incorrectly.
7.  Senior OC directs unit leader to move to formal AAR Area.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2108:**  Conduct After Action Review

**EVALUATION-CODED:**  NO                   **SUSTAINMENT INTERVAL:**  12 months

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Company Sized unit or smaller to be trained; the commander's guidance and training objectives; a training plan; the required equipment, supplies and other training support; an appropriate location; the required references, including a unit SOP, if available, and an established lane training area.

**STANDARD:**  Following Assembly Area, Rehearsal Area and Training Area actions, so that the training follows the training plan; is doctrinally and technically current; is sequential in space or time; is performance oriented; and complies with the commander's guidance and regulations for safety and security.

**PERFORMANCE STEPS:**
1.  Review actions in the rehearsal area.
2.  Determine remediation/retraining requirements.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2109:**  Conduct Retraining

**EVALUATION-CODED:**  NO                 **SUSTAINMENT INTERVAL:**  12 months

**GRADES:**  CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, 2NDLT, 1STLT, CAPT

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a Company Sized unit or smaller to be trained; the commander's guidance and training objectives; a training plan; the required equipment, supplies and other training support; an appropriate location; the required references, including a unit SOP, if available, and an established lane training area.

**STANDARD:**  Following Assembly Area, Rehearsal Area and Training Area actions, so that the training follows the training plan; is doctrinally and technically current; is sequential in space or time; is performance oriented; and complies with the commander's guidance and regulations for safety and security.

**REFERENCES:**
1.  TC 25-10 A Leader's Guide to Lane Training

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**MCCS-T3-2110:**  Evaluate a Lane Training Exercise (LTX)

**EVALUATION-CODED:**  NO                 **SUSTAINMENT INTERVAL:**  12 months

**INITIAL TRAINING SETTING:**  FORMAL

**CONDITION:**  Given a completed lane training exercise

**STANDARD:**  So that all performance step questions are answered, and the commanding officer is presented with a written report without spelling,

grammatical or formatting error, within the time allotted by the commanding officer

**PERFORMANCE STEPS:**
1. Evaluate training.
2. Ask: "was the instructor organized?"
3. Ask: "did the instructor establish clearly defined tasks, conditions and performance standards?"
4. Ask: "did the instructor give an effective orientation to the training area before beginning training?"
5. Ask: "did the instructor explain the exercise layout, rotation plan and expected throughput?"
6. Ask: "did the instructor demonstrate a good grasp of the execution concept and give effective answers to questions?"
7. Evaluate student/unit leader performance.
8. Ask: "did unit leaders conduct PreCombat Checks and Inspections (PCCIs) to ensure that their Marines were properly prepared for training (i.e. correct equipment and supplies, note-taking material, training folders, etc.)?"
9. Ask: "prior to arrival, did leaders explain to their troops the tasks to be trained?"
10. Ask: "prior to arrival did leaders train their units to standard on pre-requisite tasks?"
11. Evaluate the lane training exercise.
12. Ask: "was the training supported with accurate evaluation checklists?"
13. Ask: "were the tasks, conditions and standards tailored for the specific training and training area?"
14. Ask: "were the learning objectives specific, measurable and described an observable outcome?"
15. Ask: "did the lane design support unit leaders' ability to assess the performance of their Marines?"
16. Ask: "did the lane design maximize the opportunity to stack tasks?"
17. Ask: "did the instructors ensure that target feedback was provided for all rounds expended (live, SESSAMs and blank)?"
18. Ask: "for high explosive ammunition, was feedback provided based on effective casualty radius and type of target?"
19. Ask: "was the attainment of performance standards emphasized over the time spent training on each task?"
20. Ask: "was the time allocated to training sufficient to attain the task performance standards?"
21. Ask: "was concurrent (opportunity) training effectively planned and used?"
22. Ask: "was wasted time minimized?"
23. Evaluate the after action review.
24. Ask: "did the AAR focus on the tasks being trained?"
25. Ask: "did the instructors/observers-controllers (OCs) use the performance steps/standards as basis for conducting the AAR?"
26. Evaluate the remediation program.
27. Ask: "did the training plan and execution allow for remediation of substandard performance?"
28. Ask: "was the correct technique for 'trend reversal' used?"
29. Ask: "if overall, was the training relevant, efficient and effective?"

T3 T&R MANUAL


APPENDIX B

TERMS AND DEFINITIONS


Terms in this glossary are subject to change as applicable orders and directives are revised.  Terms established by Marine Corps orders or directives take precedence after definitions found in Joint Pub 1-02, *DOD Dictionary of Military and Associated Terms.*

**A**

**After Action Review.**  A professional discussion of training events conducted after all training to promote learning among training participants.  The formality and scope increase with the command level and size of the training evolution.  For longer exercises, they should be planned for at predetermined times during an exercise.  The results of the AAR shall be recorded on an after action report and forwarded to higher headquarters.  The commander and higher headquarters use the results of an AAR to reallocate resources, reprioritize their training plan, and plan for future training.

**Assessment.**  An informal judgment of the unit's proficiency and resources made by a commander or trainer to gain insight into the unit's overall condition.  It serves as the basis for the midrange plan.  Commanders make frequent use of these determinations during the course of the combat readiness cycle in order to adjust, prioritize or modify training events and plans.

**C**

**Chaining.**  A process that enables unit leaders to effectively identify subordinate's collective events and individual events that support a specific collective event.  For example, collective training events at the 4000-level are directly supported by collective events at the 3000-level.  Utilizing the building block approach to progressive training, these collective events are further supported by individual training events at the 1000 and 2000-levels.  When a higher-level event by its nature requires the completion of lower level events, they are "chained"; Sustainment credit is given for all lower level events chained to a higher event.

**Collective Event.**  A clearly defined, discrete, and measurable activity, action, or event (i.e., task) that requires organized team or unit performance and leads to accomplishment of a mission or function.  A collective task is derived from unit missions or higher-level collective tasks.  Task accomplishment requires performance of procedures composed of supporting collective or individual tasks.  A collective task describes the exact performance a group must perform in the field under actual operational conditions.  The term "collective" does not necessarily infer that a unit accomplishes the event.  A unit, such as a squad or platoon conducting an attack; may accomplish a collective event or, it may be accomplished by an individual to accomplish a unit mission, such as a battalion supply officer completing a reconciliation of the battalion's CMR.  Thus, many collective

events will have titles that are the same as individual events; however, the standard and condition will be different because the scope of the collective event is broader.

**Collective Training Standards (CTS).**  Criteria that specify mission and functional area unit proficiency standards for combat, combat support, and combat service support units.  They include tasks, conditions, standards, evaluator instruction, and key indicators.  CTS are found within collective training events in T&R Manuals.

**Combat Readiness Cycle.**  The combat readiness cycle depicts the relationships within the building block approach to training.  The combat readiness cycle progresses from T&R Manual individual core skills training, to the accomplishment of collective training events, and finally, to a unit's participation in a contingency or actual combat.  The combat readiness cycle demonstrates the relationship of core capabilities to unit combat readiness.  Individual core skills training and the training of collective events lead to unit proficiency and the ability to accomplish the unit's stated mission.

**Combat Readiness Percentage (CRP).**  The CRP is a quantitative numerical value used in calculating collective training readiness based on the E-coded events that support the unit METL.  CRP is a concise measure of unit training accomplishments.  This numerical value is only a snapshot of training readiness at a specific time.  As training is conducted, unit CRP will continuously change.

**Component Events.**  Component events are the major tasks involved in accomplishing a collective event.  Listing these tasks guide Marines toward the accomplishment of the event and help evaluators determine if the task has been done to standard.  These events may be lower-level collective or individual events that must be accomplished.

**Condition.**  The condition describes the training situation or environment under which the training event or task will take place.  Expands on the information in the title by identifying when, where and why the event or task will occur and what materials, personnel, equipment, environmental provisions, and safety constraints must be present to perform the event or task in a real-world environment.  Commanders can modify the conditions of the event to best prepare their Marines to accomplish the assigned mission (e.g. in a desert environment; in a mountain environment; etc.).

**Core Competency.**  Core competency is the comprehensive measure of a unit's ability to accomplish its assigned MET.  It serves as the foundation of the T&R Program.  Core competencies are those unit core capabilities and individual core skills that support the commander's METL and T/O mission statement.  Individual competency is exhibited through demonstration of proficiency in specified core tasks and core plus tasks.  Unit proficiency is measured through collective tasks.

**Core Capabilities.**  Core capabilities are the essential functions a unit must be capable of performing during extended contingency/combat operations.  Core unit capabilities are based upon mission essential tasks derived from operational plans; doctrine and established tactics; techniques and procedures.

**Core Plus Capabilities.**  Core plus capabilities are advanced capabilities that are environment, mission, or theater specific.  Core plus capabilities may entail high-risk, high-cost training for missions that are less likely to be assigned in combat.

**Core Plus Skills.**  Core plus skills are those advanced skills that are environment, mission, rank, or billet specific.  2000-level training is designed to make Marines proficient in core skills in a specific billet or at a specified rank at the Combat Ready level.  3000-8000-level training produces combat leaders and fully qualified section members at the Combat Qualified level.  Marines trained at the Combat Qualified level are those the commanding officer feels are capable of accomplishing unit-level missions and of directing the actions of subordinates.  Many core plus tasks are learned via MOJT, while others form the base for curriculum in career level MOS courses taught by the formal school.

**Core Skills.**  Core skills are those essential basic skills that "make" a Marine and qualify that Marine for an MOS.  They are the 1000-level skills introduced in entry-level training at formal schools and refined in operational units.

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**Defense Readiness Reporting System (DRRS).**  A comprehensive readiness reporting system that evaluates readiness on the basis of the actual missions and capabilities assigned to the forces.  It is a capabilities-based, adaptive, near real-time reporting system for the entire Department of Defense.

**Deferred Event.**  A T&R event that a commanding officer may postpone when in his or her judgment, a lack of logistic support, ammo, ranges, or other training assets requires a temporary exemption.  CRP cannot be accrued for deferred "E-Coded" events.

**Delinquent Event.**  An event becomes delinquent when a Marine or unit exceeds the sustainment interval for that particular event.  The individual or unit must update the delinquent event by first performing all prerequisite events.  When the unit commander deems that performing all prerequisite is unattainable, then the delinquent event will be re-demonstrated under the supervision of the appropriate evaluation authority.

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**E-Coded Event.**  An "E-Coded" event is a collective T&R event that is a noted indicator of capability or, a noted Collective skill that contributes to the unit's ability to perform the supported MET.  As such, only "E-Coded" events are assigned a CRP value and used to calculate a unit's CRP.

**Entry-level training**.  Pipeline training that equips students for service with the Marine Operating Forces.

**Evaluation.**  Evaluation is a continuous process that occurs at all echelons, during every phase of training and can be both formal and informal.  Evaluations ensure that Marines and units are capable of conducting their

combat mission.  Evaluation results are used to reallocate resources, reprioritize the training plan, and plan for future training.

**Event (Training).**  1) An event is a significant training occurrence that is identified, expanded and used as a building block and potential milestone for a unit's training.  An event may include formal evaluations.  2) An event within the T&R Program can be an individual training evolution, a collective training evolution or both.  Through T&R events, the unit commander ensures that individual Marines and the unit progress from a combat capable status to a Fully Combat Qualified (FCQ) status.

**Event Component.**  The major procedures (i.e., actions) that must occur to perform a Collective Event to standard.

**Exercise Commander (EC).**  The Commanding General, Marine Expeditionary Force or his appointee will fill this role, unless authority is delegated to the respective commander of the Division, Wing, or FSSG.  Responsibilities and functions of the EC include:  1) designate unit(s) to be evaluated, 2) may designate an exercise director, 3) prescribe exercise objectives and T&R events to be evaluated, 4) coordinate with commands or agencies external to the Marine Corps and adjacent Marine Corps commands, when required.

**Exercise Director (ED).**  Designated by the EC to prepare, conduct, and report all evaluation results.  Responsibilities and functions of the ED include: 1) Publish a letter of instruction (LOI) that: delineates the T&R events to be evaluated, establishes timeframe of the exercise, lists responsibilities of various elements participating in the exercise, establishes safety requirements/guidelines, and lists coordinating instructions.  2) Designate the TEC and TECG to operate as the central control agency for the exercise. 3) Assign evaluators, to include the senior evaluator, and ensure that those evaluators are properly trained.  4) Develop the general exercise scenario taking into account any objectives/events prescribed by the EC.  5) Arrange for all resources to include:  training areas, airspace, aggressor forces, and other required support.

**I**

**Individual Readiness.**  The individual training readiness of each Marine is measured by the number of individual events required and completed for the rank or billet currently held.

**Individual Training.**  Training that applies to individual Marines.  Examples include rifle qualifications and HMMWV driver licensing.

**Individual Training Standards (ITS).**  Specifies training tasks and standards for each MOS or specialty within the Marine Corps.  In most cases, once an MOS or community develops a T&R, the ITS order will be cancelled.  However, most communities will probably fold a large portion of their ITS into their new T&R manual.

**M**

**Marine Corps Combat Readiness and Evaluation System (MCCRES).**  An evaluation system designed to provide commanders with a comprehensive set of mission performance standards from which training programs can be developed; and

through which the efficiency and effectiveness of training can be evaluated. The Ground T&R Program will eventually replace MCCRES.

**Marine Corps Ground Training and Readiness (T&R) Program.**  The T&R Program is the Marine Corps' primary tool for planning and conducting training, for planning and conducting training evaluation, and for assessing training readiness.  The program will provide the commander with standardized programs of instruction for units within the ground combat, combat support, and combat service support communities.  It consolidates the ITS, CTS, METL and other individual and unit training management tools.  T&R is a program of standards that systematizes commonly accepted skills, is open to innovative change, and above all, tailors the training effort to the unit's mission.  Further, T&R serves as a training guide and provides commanders an immediate assessment of unit combat readiness by assigning a CRP to key training events.  In short, the T&R Program is a building block approach to training that maximizes flexibility and produces the best-trained Marines possible.

**Mission Essential Task(s) MET(s).**  A MET is a collective task in which an organization must be proficient in order to accomplish an appropriate portion of its wartime mission(s).  MET listings are the foundation for the T&R manual; all events in the T&R manual support a MET.

**Mission Essential Task List (METL).**  Descriptive training document that provides units a clear, war fighting focused description of collective actions necessary to achieve wartime mission proficiency.  The service-level METL, that which is used as the foundation of the T&R manual, is developed using Marine Corps doctrine, operational plans, T/Os, UJTL, UNTL, and MCTL. For community based T&R manuals, an occupational field METL is developed to focus the community's collective training standards.  Commanders develop their unit METL from the service-level METL, operational plans, contingency plans, and SOPs.

**Mission Performance Standards (MPS).**  Criteria that specify mission and functional area unit proficiency standards for combat, combat support and combat service support units.  They include tasks, conditions, standards, evaluator instruction, and key indicators.  MPS are contained within the MCCRES volumes.  The MCCRES volumes are being replaced by T&R Manuals. Collective events will replace MPS.

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**Operational Readiness (DOD, NATO).**  OR is the capability of a unit/formation, ship, weapon system, or equipment to perform the missions or functions for which it is organized or designed.  May be used in a general sense or to express a level or degree of readiness.

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**Performance Step.**  Performance steps are included in the components of an Individual T&R Event.  They are the major procedures (i.e., actions) a unit Marine must accomplish to perform an individual event to standard.  They describe the procedure the task performer must take to perform the task under operational conditions and provide sufficient information for a task performer to perform the procedure (may necessitate identification of supporting steps, procedures, or actions in outline form).  Performance steps

follow a logical progression and should be followed sequentially, unless otherwise stated.  Normally, performance steps are listed only for 1000-level individual events (those that are taught in the entry-level MOS school).  Listing performance steps is optional if the steps are already specified in a published reference.

**Prerequisite Event**.  Prerequisites are the academic training and/or T&R events that must be completed prior to attempting the event.

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**Readiness (DOD)**.  Readiness is the ability of U.S. military forces to fight and meet the demands of the national military strategy.  Readiness is the synthesis of two distinct but interrelated levels:  a) Unit readiness--The ability to provide capabilities required by combatant commanders to execute assigned missions.  This is derived from the ability of each unit to deliver the outputs for which it was designed.  b) Joint readiness--The combatant commander's ability to integrate and synchronize ready combat and support forces to execute assigned missions.

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**Section Skill Tasks.**  Section skills are those competencies directly related to unit functioning.  They are group rather than individual in nature, and require participation by a section (S-1, S-2, S-3, etc).

**Simulation Training.**  Simulators provide the additional capability to develop and hone core and core plus skills.  Accordingly, the development of simulator training events for appropriate T&R syllabi can help maintain valuable combat resources while reducing training time and cost.  Therefore, in cases where simulator fidelity and capabilities are such that simulator training closely matches that of actual training events, T&R Manual developers may include the option of using simulators to accomplish the training.  CRP credit will be earned for E-coded simulator events based on assessment of relative training event performance.

**Standard.**  A standard is a statement that establishes criteria for how well a task or learning objective must be performed.  The standard specifies how well, completely, or accurately a process must be performed or product produced.  For higher-level collective events, it describes why the event is being done and the desired end-state of the event.  Standards become more specific for lower-level events and outline the accuracy, time limits, sequencing, quality, product, process, restrictions, etc., that indicate the minimum acceptable level of performance required of the event.  At a minimum, both collective and individual training standards consist of a task, the condition under which the task is to be performed, and the evaluation criteria that will be used to verify that the task has been performed to a satisfactory level.

**Sustainment Training.**  Periodic retraining or demonstration of an event required maintaining the minimum acceptable level of proficiency or capability required to accomplish a training objective.  Sustainment training goes beyond the entry-level and is designed to maintain or further develop proficiency in a given set of skills.

**Systems Approach to Training (SAT).**  An orderly process for analyzing, designing, developing, implementing, and evaluating a unit's training program to ensure the unit, and the Marines of that unit acquire the knowledge and skills essential for the successful conduct of the unit's wartime missions.

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**Training Task.**  This describes a direct training activity that pertains to an individual Marine.  A task is composed of 3 major components:  a description of what is to be done, a condition, and a standard.

**Technical Exercise Controller (TEC).**  The TEC is appointed by the ED, and usually comes from his staff or a subordinate command.  The TEC is the senior evaluator within the TECG and should be of equal or higher grade than the commander(s) of the unit(s) being evaluated.  The TEC is responsible for ensuring that the evaluation is conducted following the instructions contained in this order and MCO 1553.3A.  Specific T&R manuals are used as the source for evaluation criteria.

**Tactical Exercise Control Group (TECG).**  A TECG is formed to provide subject matter experts in the functional areas being evaluated.  The benefit of establishing a permanent TECG is to have resident, dedicated evaluation authority experience, and knowledgeable in evaluation technique.  The responsibilities and functions of the TECG include:  1) developing a detailed exercise scenario to include the objectives and events prescribed by the EC/ED in the exercise LOI; 2) conducting detailed evaluator training prior to the exercise; 3) coordinating and controlling role players and aggressors; 4) compiling the evaluation data submitted by the evaluators and submitting required results to the ED; 5) preparing and conducting a detailed exercise debrief for the evaluated unit(s).

**Training Plan.**  A training plan is a document that outlines the general plan for the conduct of individual and collective training in an organization for specified periods of time.

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**Unit CRP.**  Unit CRP is a percentage of the E-coded collective events that support the unit METL accomplished by the unit.  Unit CRP is the average of all MET CRP.

**Unit Evaluation.**  All units in the Marine Corps must be evaluated, either formally or informally, to ensure they are capable of conducting their combat mission.  Informal evaluations should take place during all training events. The timing of formal evaluations is critical and should, when appropriate, be directly related to the units' operational deployment cycle.  Formal evaluations should take place after the unit has been staffed with the majority of its personnel, has had sufficient time to train to individual and collective standards, and early enough in the training cycle so there is sufficient time to correctly identified weaknesses prior to deployment.  All combat units and units' task organized for combat require formal evaluations prior to operational deployments.

**Unit Training Management (UTM).**  Unit training management is the use of the SAT and Marine Corps training principles in a manner that maximizes training

results and focuses the training priorities of the unit on its wartime mission.  UTM governs the major peacetime training activity of the Marine Corps and applies to all echelons of the Total Force.

**W**

**Waived Event.**  An event that is waived by a commanding officer when in his or her judgment, previous experience or related performance satisfies the requirement of a particular event.